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ABSTRACT

The general focus of the papers in these proceedings is communication and the specific purpose for which persons study a foreign language. The following papers are included: (1) "Marketing Your Innovative Language Program," by S. Sadow; (2) "The Implementation of Taped Interviews in Foreign Language Courses," by J. Frommer and M. Collins Weitz; (3) "Language Skills and Intercultural Communications in U.S.-Japanese Trade Relations," by T. Iguchi; (4) "Are There Jobs for Foreign Language Students?" by P. Cholakian; (5) "Foreign Languages and the Multinational Corporation," by D. Blake; (6) "Business and Foreign Languages," by E. B. Nann; (7) "Business Students and Second Language Training: German for Business," by R. D. Hall; (8) "French for Agricultural Specialists in International Programs," by N. Fouletier-Smith; (9) "Why Should Human Service Workers Learn Spanish?" by G.W. Ross; (10) "Language and Culture as Barriers to the Provision of Social Services to Hispanics," by M. Drouyn; (11) "On-Site Training Courses in Spanish for Health and Social Service Personnel," by B. Kienzle; (12) "Personalizing Spanish for Medical Personnel," by J. Burckett-Evans; (13) "Cultural and Linguistic Fluency: Spanish for Mental Health Professionals," by M. Perez-Erdelyi; and (14) "The Rassias Foundation Approach to Spanish for Police Action," by D. Seniff. (AMH)

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FOREIGN LANGUAGES FOR THE PROFESSIONS:

An Inter-Cultural Approach to Modern Communications

Proceedings of the Conference held at the Henderson House
Weston, Massachusetts
May 14, 1981

Solveig M. Turner
Editor

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INTRODUCTION

Like a great many other conferences and workshops during 1981, CIHED's Fifth Annual Conference was inspired by the President's Commission on Foreign Language and International Studies. The Commission focused much of its report on the decline of language skills in the United States, but it also made practical recommendations. For instance, the Commission noted the need for professionally-linked foreign language courses, suggesting that linguistic skills are a plus when combined with other professional knowledge in fields such as engineering, business, and nursing. During the academic year 1980-81, Northeastern University introduced a number of such subject-specific foreign language courses. The Conference, thus, offered an opportunity to take stock of the direction of language study at Northeastern, to assess developments in other institutions, and to share experiences and insights.

Since the President's Commission painted such a dismal picture of the state of language study in the U.S., we were surprised and pleased to find such great enthusiasm toward our topic, Foreign Languages for the Professions. The range of papers submitted from all over the country indicated that interest in this type of nontraditional foreign language study was growing, rather than declining. For generations, U.S. students have studied foreign languages in the traditional way: so many grammatical forms, so much vocabulary, and so many assorted sentences to be committed to memory before class. What the students planned to do with their language skills was of little import to the learning situation.

In the new courses described at the Conference -- and in many others throughout the country and in Europe -- there is a new focus: communication. Where will the language learner use the new foreign language skills? For what purposes are they needed? Will he/she need primarily passive language knowledge (reading and understanding) or should the focus be on oral communication? These are client-centered courses and they seem to work exceptionally well for older learners. The Council of Europe is promoting this approach to language learning in Europe; the Conference speakers seemed to agree on its value. There is, thus, a common thread in the Conference presentations: learners need not only learn to speak the foreign language but also to communicate in it, and this means that they have to be exposed to the total environment of the target language, the culture, and the behavior that are all reflected in the language.

Another new development in foreign language learning is a greater reliance on technology -- although technological hardware is often still alien to language students. Although we were not able to include information on the latest developments in computer-based instruction which facilitates learning in such traditionally difficult languages as Arabic and Chinese, Judith Frommer and Margaret Collins Weitz do discuss promising new developments in the area of "authentic sound." This is an area which can be expected to expand rapidly as a result of the easy access to video, cassette, and tape equipment.

Marketing is another area that needs greater input from the foreign language profession, according to Stephen Sadow. He indicates that there is a need for foreign language faculty to invest as much time and effort in creating a favorable climate for their own survival as in building up their research credentials. After all, credentials are of little importance if no students attend the classes. He recommends that faculty look at foreign language study as a service mission, not just an ivory tower exercise, and build an entirely new clientele for foreign language study by cooperating with faculty in professional departments. His underlying tenet is that if universities and colleges do not respond to this as yet unserviced, but growing, new group of students, other organizations will. The relevance demanded in the 1980s in all areas of study also extends to foreign language study.

* * * * *

CIHED wishes to extend special thanks to James Bostain of the Foreign Language Institute who set the tone for the Conference with his witty and irreverent comments on language learning and mislearning worldwide. Likewise, special appreciation is extended to Professor Henry Buckley of Dartmouth for his eloquent presentation on the Rassias Method and for filling in for Professor Dennis Paul Seniff who was unable to attend the Conference. Thanks also go to Bernice Garnick and Hazel Williamson for their editorial assistance.

September 1981

Solveig M. Turner
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PART I

FOREIGN LANGUAGES: SETTING THE STAGE

MARKETING YOUR INNOVATIVE LANGUAGE PROGRAM

Stephen A. Sadow

For doctors and nurses in many cities in the United States, knowledge of Spanish can mean having the ability to ease pain or even save a life. Similarly, for police officers, it can mean being able to aid a victim, adjudicate a dispute, or stop a crime in progress. For U.S. businessmen, knowledge of any of a number of foreign languages could mean the difference between winning or losing a contract, exploiting a market or being excluded from it.

To a language teacher, and even to certain professionals, these statements are truisms. Yet the fact remains that in the U.S. a vast majority of professionals whose work puts them in daily contact with non-English speakers do not speak the language of those they have to protect, treat or do business with.

With only occasional exceptions, professional schools do not require their students to study foreign languages. At Northeastern University alone, there are many thousands of students in majors such as Criminal Justice, Human Services, Recreation, Nursing, Pharmacy and Allied Health, Rehabilitation, Business, and Engineering whose effectiveness in their chosen professions could be vastly enhanced by a knowledge of a foreign language. These students, more than most liberal arts majors, would be likely to put into use what they learn in class and do so soon after they learn it. Yet, until recently, only the most motivated students made their way into language classes.

For some time, community colleges and continuing education departments have been offering courses such as "Spanish for Law Enforcement" and "French for Commercial Use" on both a credit and non-credit basis. Yet even the most successful of these programs have enrolled only a fraction of their potential clientele.

In my view, the language teachers bear primary responsibility for remedying this situation. Support from colleagues in professional fields is crucial -- I will stress this relationship later in this paper -- but language teachers cannot afford to wait for a welling up of enthusiasm for language study on the part of other professionals. Instead of retreating to the outskirts of professional study and waiting to be invited in, the language teachers must see their subject as at least as important to professional education as many so-called "core" courses and then act on that view. The language teachers are in the privileged position of teaching a subject that is both relevant and indispensible to many varied fields. They teach a skill, but they also have the opportunity to transmit knowledge about other cultures and hence help instill a humanistic vision lacking in many professional programs.

In this paper, I wish to stress that language teachers should not be afraid of selling a product they believe in. Nor should they disdain the "selling" and "marketing" of their courses, but instead become ardent practitioners of the salesman's art. Current low enrollments in language courses show that language courses need to be sold to students and sold effectively. Students, particularly those in professional fields, need to be informed, convinced, coaxed, and cajoled into enrolling in foreign language courses. Attempts to bring students into the classroom cannot be half-hearted or sporadic, but should be aggressive, coordinated, long-term, and relentless. As in any sales campaign, a marketing strategy must be formulated and followed.

In the remainder of this paper, I will outline the components of one possible strategy, but one that has had positive results by substantially increasing foreign language enrollments at Northeastern University. My emphasis will be on the recruiting into language courses of those students already enrolled in programs of undergraduate, graduate, or continuing professional study. These students have made a commitment to furthering their knowledge of their respective fields. Moreover, they are more accessible to their potential language teacher. Many, particularly the undergraduates, can make available the time necessary for extended language study. I will include, in addition, some strategies for recruiting a less traditional clientele -- those professionals who are already working in their fields but are not involved in formal "in-service" university-based educational programs. While every one of the strategies mentioned may not be applicable in a given situation, the general principles should, if followed bring students in professional programs into language classes.

RESEARCH STUDENT NEEDS

Do not take for granted that you know what it is that students want or need to learn. Just because you see fluency as a goal, do not assume that your students also see that as their goal. Perhaps, as in the case of many business and engineering students, a reading knowledge of German or French is sufficient. But on the other hand, it may not be. It is necessary to ask as many potential students as possible and supplement this information by interviewing professionals already working or teaching locally in the specific field. They may tell you that ten phrases will suffice or that only fluency will do.

A simple questionnaire, efficiently administered, can give you a wealth of information. Also, there has been extensive research about the language needs of professionals. Consult the report of the Council of Europe, "Identifying the Needs of Adults Studying a Foreign Language,"[1] and articles and surveys published in journals such as the ADFL Bulletin.

It is at least as important to ascertain why students in professional programs

GET STRONG DEPARTMENTAL SUPPORT FOR YOUR EFFORTS

The introducation of new course offerings and new ways of attracting students will affect your language department. Changes of this kind cannot and should not be the effort of one person alone. The goal should be the institutionalization of a set of courses, rather than the creation of a personal fiefdom. As many members of the department as possible should be consulted and invited to participate. They should be reassured that the new courses will not compete with or undermine standard offerings.

Support of the chairperson is, of course, particularly important. The chairperson should be willing to allocate necessary resources and manpower, move rapidly when necessary, and give the concept a fair trial. It may be necessary to convince the chairperson of the importance of the specialized courses by stressing the possibilities of increasing enrollments, drawing in students who may take further courses, improving the department's visibility throughout the university, and gaining a reputation for innovation.

USE THE "PILOT PROJECT" CONCEPT

Present the new course offerings for professional students as an experiment. This both heightens the excitement and lowers the risk. Try one language and one profession at a time. It may be advisable to limit numbers or, where possible, pre-select students for the first class. Running the class, even with just a few students, creates a precedent; additional students will hear of it. Be prepared to try the course a second time because it takes time for students to find out about the new courses. When you have a success, use it as leverage when proposing additional courses. It is a powerful selling point to be able to say you attracted 67 students to a "Spanish for Criminal Justice" course and have to open other sections.

BUILD A NETWORK

To succeed, a language program for students in professional fields must have the support of certain key administrators and faculty members in the target school or college. In any professional school or department are faculty or administrators who are sympathetic to language study and can be extremely helpful in developing the new courses. They know their students and what will interest them; moreover, they are knowledgeable of their school's politics and priorities. Particularly useful are those who counsel students or direct those who do. Friends of yours in particular departments can point you to the key persons. As always, a referral can help you get support.

The language teacher should take the initiative in seeking out potential allies within the professional school or department. It is not necessary to go to the top and approach a dean directly. It is often more effective to find people who are at your level in the organizational structure. Assistant professors tend to feel more comfortable speaking with assistant deans, associate professors with associate deans, and so on.

Having identified the appropriate individuals, make every effort to sell them your proposals. Arrange a formal appointment to discuss the project. A "business" lunch can and should be used in the academic setting. Treat these contacts as the experts that they are. Explore with them any hesitations they may have about foreign language courses. Discuss with them the possible emphasis or orientation that the course should take in order to be appropriate to their students. Offer them a low-risk proposal: if the course is successful, everyone can share the glory; if it fails, only you and the language department will be inconvenienced. Ask that the new course, a "pilot" project, be initiated as soon as is practical. Close the sale; try to avoid vague promises that the course could be offered at some unspecified future time. If the new language course needs to be approved by a higher administrator or faculty group, offer to help your colleague in selling the idea. After the new course has been agreed upon, maintain contact with this person. Confer regularly about scheduling -- finding the best time slot is essential -- advertising the course, and feedback about it. Ask to be introduced to as many counselors and other sympathetic persons as possible. Be sure to thank your colleague for his/her efforts; a thank-you note is rare in academe and is much appreciated. In all cases, keep your lines of communication open.

Administrators outside the university can be approached in a similar way. Training directors in hospitals, police lieutenants, and persons in international marketing can all be helpful in identifying student needs. Do not be afraid to approach them for assistance. When doing so, follow the formalities of their respective professions. Remember that the sense of time of a business executive and a professor may be quite different. Most importantly, dress appropriately. Many contacts have faltered because of a lack of attention to business formality. As in the academic situation, seek out the contact most likely to be of help and offer that person a carefully worked out proposal that in some way benefits him or her, as well as the prospective students. Constantly work on expanding your network of influential people sympathetic to language study.

ENLIST THE SUPPORT OF PLACEMENT COUNSELORS

Many career counselors are pleased to remind students of the job-related advantages of foreign language skills. Enlist their help. Ask them to pass on to you job listings that specify language competency as a requirement. Post these prominently in the language department for your students.

In schools such as Northeastern, which have cooperative education programs, the cooperative education coordinators are natural allies of any profession-oriented language programs. Work directly with the coordinators. Students in professional programs who take language courses should be placed, whenever possible, in work situations where they can make use of their newly acquired language skill. Hospitals, clinics, import-export companies provide this type of opportunity. As at Northeastern, when the opportunity for cooperative education placements abroad exists, it can be used as a major inducement for students to take language courses. The prospect of a job in Paris or Bonn can be a strong motivating force for any business student to look into foreign language study. However, do be careful not to promise employment that may not, in fact, materialize.

SEEK THE SUPPORT OF KEY STUDENTS

Students are more likely to take the advice of other students than of even the best-liked counselor. Therefore, the support for a program by influential students can have a marked effect on enrollments. Most schools have student councils or honor societies. Seek out the leaders of these groups. Ask them about their concerns and those of other students in their schools. These students can tell you, for example, what type of course will appeal to a nursing student. Whenever possible, address student groups, such as dormitory groups, and make your case personally for your language course. The more motivated students usually attend such meetings and are the very students you want in your course. They will also be able to suggest ways of reaching other students and will usually be eager to have the new language courses listed in intra-school newsletters or announcements.

In continuing education, evening school, or some graduate programs which do not have student councils, visit the classes directly. Ask the teacher for five minutes at the end of the class in which you can make a case for your new course. The more motivated students are certain to approach you after the class is over.

When making presentations to student groups, audiovisual aids are effective. A short videotape segment about what happens to a Hispanic patient in a hospital where nobody speaks Spanish can help you make your point dramatically and convincingly. In any case, explain in simple and direct language that the new language courses are being tailor-made with the students in mind, that they are job relevant, that they will be goal oriented, and that they will be taught by a teacher who is sympathetic to their concerns and their time pressures. Tell them about work or study abroad. Remind them of the electives for which they can offer the language courses. In short, tell them what is in it for them.

Urge them to begin taking the foreign language courses as soon as possible; there should not be much time between making students aware of the new courses and the time they can register for them.

ADVERTISE

There is nothing wrong with advertising in academe, so advertise as much as your budget allows. Use flyers judiciously -- they seem to have limited effect. Make them available at registration when students are actually deciding which courses to take. Try to get coverage in any and all campus publications. Student reporters are looking for news, and a new language program for business students or nurses is eminently newsworthy. Do not forget the alumni magazine. It is read by thousands of people, many of whom have children who are currently enrolled in their alma mater. In some areas radio coverage is the most effective. Take advantage of it. Alert the local press; commuting students may find out about the courses this way. Piggy-back onto Continuing Education or other advertising that your institution is running. Most importantly, get your courses listed in the catalog and all other listings of course offerings. Befriend the catalog editor. Ask to be cross-listed into the professional school catalogs.

KNOW YOUR BUREAUCRACY

Keeping deadlines and paying minute attention to administrative detail will not make your program succeed. However, such effort will prevent it from being still-born. A missed deadline can mean that a course is not properly listed. Not seeing it in the expected place, students will assume it is not being offered. Even an improper room assignment can discourage so many students that the course cannot be held. Do not assume that deadlines are the same in different schools of the same university; in fact, they often vary greatly. Daily class schedules are also not consistent. Sometimes changes and innovations have to be reported nine months in advance. Keep an accurate calendar of deadlines and develop a method for signaling upcoming ones. Ask to be informed of any changes in the catalog. If you do not hear of any problems, double-check anyway. Develop a checklist of administrative procedures that must be followed. Adhere to them. Above all, do not get discouraged when a new rule, a bit of inefficiency, or an unknown contingency spoils things. Try again next term.

CONCLUSION

The marketing of language programs to a new clientele clearly involves a good deal of work. While often too complicated for one person, it can be handled efficiently by a small team of colleagues.

In any case, the effort is necessary. Any teacher knows the best curriculum is useless if students do not attend. The foreign language teacher should see any student as a prospective language student. Boundaries and turf should be overcome; the language department interested in expansion should be willing to work with any group, on campus or off. The possibilities are endless. Many courses come to mind: "Italian for Musicians or Fashion Design," "Swedish for Rehabilitation," "Vietnamese for Social Workers," "Peking-dialect Chinese for Business," "French for Customs Officers." Some courses, such as "German for Business," fit better into a traditional university setting. Others could be more successfully offered through a Continuing Education program. The marketing principles, however, are the same. Adapt the courses to the students' needs and then, in a coordinated fashion, inform them of the existence of the new course, make it clear to them why they will benefit from it, and convince them to take it now. To see language courses as products to be sold is not to demean them, but a means of bringing language knowledge to those professionals who really need it.

REFERENCE

1. Council of Europe. Identifying the Needs of Adults Learning a Foreign Language. Oxford: Pergamon Press, 1978.

THE IMPLEMENTATION OF TAPED INTERVIEWS IN FOREIGN LANGUAGE COURSES

Judith G. Frommer
and
Margaret Collins Weitz

The growing importance of recorded material in language teaching can be seen in the fact that Le Français dans le Monde devoted a whole issue to it entitled "Le document sonore authentique dans la classe de français, langue étrangère."[1] The purpose of this paper is to provide information for the instructor who wishes to utilize such material in the classroom. After defining the meaning of "authentic sound documents," we shall explain their advantages, offer advice on how to select them, and suggest a methodology for their optimum use.

WHAT IS AN "AUTHENTIC SOUND DOCUMENT"?

According to the avant-propos of the special issue of Le Français dans le Monde mentioned above, the authentic sound document is a "produit de communication et non celui d'une fabrication à usage pédagogique," whose purpose is to use certain points of grammar or vocabulary expressions.[2] This definition needs clarification. First of all, "fabrication" rather than "à usage pédagogique" is the key to distinguishing between authentic and non-authentic conversations, for it is possible to record a "produit de communication" (as opposed to fictional or rehearsed dialogue, i.e., "fabrication") for pedagogical purposes without affecting its authenticity. That is, a conversation can be limited to a specific topic for pedagogical reasons without placing any restrictions on the language of the speakers. Secondly, there are several types of "produits de communication." For example, a news broadcast, a recorded interview with a celebrity, a verbal exchange between a shopkeeper and a customer, and a conversation among students in a cafe are all authentic communications, but the level of speech in these communications, and the comprehension skills needed to understand them vary greatly.

The news broadcast and celebrity interviews which involve native speakers engaging in communication in a real situation are also authentic, but not necessarily natural, since they are less likely to contain the familiar expressions, pause words, false starts and redundancies, grammar errors, and other characteristics of spontaneous speech. On the other hand, the interchange between shopkeeper and client, and the conversation among students are not only authentic, but also natural and spontaneous. The differences between spontaneous speech and speech previously prepared or rehearsed -- that is, for radio, television, or the theater -- can be illustrated by the following transcript taken from an interview with a high school physics teacher. In this tape segment, she is answering questions about her best and worst experiences as a teacher.

"C'est difficile à dire, parce que c'est très amusant. Je trouve que chaque année apporte des, des expériences enrichissantes et agréables et amusantes. Pour cette année, j'ai eu une expérience l'année dernière merveilleuse, et effectivement. Il y a eu, il y a eu beaucoup d'anecdotes très drôles parce que j'avais des élèves, j'avais trois, quatre élèves qui étaient vraiment des élèves d'une intelligence supérieure, et que avaient parfaitement jugé leur professeur, et qui savaient jusqu'où ils pouvaient aller. Or, il y a eu des, des anecdotes très drôles."[3]

WHY USE SOUND DOCUMENTS?

Exposing students to natural and spontaneous authentic sound documents, such as the transcript above, serves a threefold purpose. First and foremost, this type of listening experience significantly improves aural comprehension. The frequently cited anecdote of the foreign language major who, after four or five years of study, arrives in the target language country and cannot understand the native speakers would no longer be relevant if authentic sound documents in general, and spontaneous conversations in particular, were part of the curriculum from the elementary level on. Secondly, there is a high rate of transfer from listening to speaking. If students hear natural language and native pronunciation, their own speech patterns in the target language will improve.[4] Finally, all spontaneous conversations with native speakers provide cultural information to some degree. At the very least, any personal statement reflects a point of view which is partially determined by culture. At best, and as we suggest below with regard to selection of materials, informal recorded interviews like the one just quoted provide an open forum for the exposition of any topic which may be of interest to students.

The readers, persuaded by this reasoning, may now be saying to themselves, "Great, but where can we obtain authentic sound documents?" That is the initial problem, for although "tapes and records attempt to bring the oral language into the classroom,...some of these are no more than stilted oral recitations of written forms of language."[5] In fact, much of the recorded material previously and even currently available from publishers consists primarily of oral drills or memorized dialogues. While more authentic sound documents are being offered today than previously, their content is often superficial or mundane. Therefore, the best way for language teachers to obtain authentic sound documents of spontaneous conversations is often to record them themselves. Unfortunately, while many authorities on language teaching advise the use of authentic recorded material, the average language teacher generally has neither the training nor the resources to make tapes, and, even more importantly, does not always know how to implement such taped material in the classroom. We shall now address these topics -- the recording and implementation of authentic sound documents --

basing our comments on our experience in creating a tape series for our own French classes.

HOW TO SELECT SOUND DOCUMENTS

The first point to be considered when planning or selecting tapes is their content, that is, the subject of the conversations which will be recorded. Not all authentic sound documents are equally beneficial to all students: "l'authentique n'est pas une panacée et ne dispose pas du choix."[6]

An initial listening experience may consist of extremely short tape segments, less than one minute in length, devoted to subjects such as buying a railroad ticket, ordering a meal in a restaurant, asking directions, or involving a limited question-answer exchange. At the elementary level, or as an introductory listening experience, any snatch of conversation will be effective. However, students at the intermediate level and beyond are ready for more thought-provoking subjects which offer a wider range of opinions and viewpoints. For the most part, language students in the last years of high school, in college, and in adult education courses are frustrated by the fact that they cannot express themselves at the same level of sophistication in the foreign language as they can in their native tongue. To continue to present them with "tourist" situations serves only to reinforce this frustration. The authentic recording should thus present a conversation capable of stimulating class discussion; optimally, it should also be related to other aspects of the course so that students see the importance and relevance of listening to this material.

Beyond the elementary level, it is our feeling that these aims are best accomplished when tapes focus on one topic. The simplest way to do this is by recording interviews with no more than two native speakers at a time. In our case, we decided to record conversations with French women who work outside the home, a topic which, while exploring the different professions in France, also deals with an area of much interest to today's students, namely that of the situation of women in society.[7] Often, however, one does not have the luxury of choosing the topic or the person to be interviewed. Even so, an effort should be made to direct the conversation toward a discussion of specific centers of interest to prevent it from deteriorating into a rambling and banal exchange of words.

How does the average language teacher actually record an "authentic sound document" once the topic or the interviewee has been chosen? Articles on this subject often suggest that teachers tape discussions with foreign visitors or conversations overheard during a visit to the target language country. But making tapes of good technical quality and satisfactory content is not so easy and takes both time and practice. Fortunately, we found both books and articles which aid the novice in these endeavors.[8]

Once tapes have been obtained, the next problem is how to use them to the fullest advantage. How can the teacher get students not just to listen to the tapes, but also to learn and comprehend what they hear in order to improve their language skills? Furthermore, how can students benefit from the cultural exposure such tapes provide? Intermediate students, those with whom we are most concerned, will not automatically make the transition from stilted language to natural spontaneous French; the material must be presented carefully to ensure an effective learning experience. This need for preparation is not generally understood. For example, the issue of Le Français dans le Monde mentioned above was devoted to authentic documents but not a single article concentrated on implementation. In addition, most of the student materials which accompany the few commercially distributed tapes of spontaneous French currently available consist at least partially, and in some cases entirely, of tape transcripts. Providing the students with tape transcripts is counterproductive to the improvement of listening comprehension.

METHODOLOGY FOR USE

To be used effectively with intermediate students, we believe that tapes must be accompanied by background materials, listening aids (such as vocabulary lists and true/false questions), and follow-up and expansion activities. These are the types of materials which we have developed. Each tape has a corresponding student booklet varying in length from thirteen to twenty-five pages consisting of the following parts:

- an introduction providing background information about the topic of the tape
- a portrait or description of the person interviewed
- a vocabulary list
- structural (grammatical or vocabulary) exercises
- comprehension questions
- situations for role-playing (improvisations)
- discussion topics
- term paper or oral report topics
- a related text

These elements can be grouped into three categories depending upon their function in the learning experience, serving either to prepare the students for listening ("preparation"), to verify their aural comprehension ("verification"), or to allow them to use and expand upon the ideas and language heard on the tape ("expansion activities").

The first two parts, the introduction and portrait, are intended to familiarize the students with the subject of the interview and the person who is speaking. The aim here is to mitigate the cold mechanical aspect of the language laboratory situation. Listening comprehension increases when the students feel closer to the material on the tape. The introduction provides the context for the interview while the portrait describes the interviewee's physical appearance, background, personality and way of life. Taking an interview with a "gardienne" (the current word for "concierge") as an example, the introduction explains the development of modern Paris and the creation and evolution of the function of a "gardienne." The portrait gives the age of the "gardienne," tells where she comes from and what she did before becoming a "gardienne." If this biographical information were included in each recorded interview, then they would all be similar, and hence less interesting. Further, since the length of time students can listen to a tape effectively is limited, omitting obvious factual questions from the tape leaves more time for more stimulating conversation.

The third part of the student booklet consists of an extensive vocabulary list arranged in the order in which the words occur on the tape. This list can be used as a listening aid; it is not a list of words to be learned. More advanced students can refer to it when they come to a word they do not understand. Less advanced students can use it as a guide while listening to the tape, checking off each word as they hear it. This will indicate to them whether or not they have missed parts of the conversations. Instructors can also record the words on another tape which students can listen to before the interview. This will help them become familiar with some of the new words they will hear.

These three parts, the introduction, the portrait, and vocabulary list, comprise the "preparation" step in the implementation of authentic sound documents. The vocabulary list, which may be an unnecessary crutch to more advanced students, can be omitted altogether or used if a first attempt at listening has proved difficult. However, the importance of the background materials should not be underestimated. The introduction and portrait should be given even to students who have attained near-native fluency. Language instructors who would never ask a class to read a work of literature without first providing some background, frequently send students to the language lab to listen to a tape without adequate preparation. It is unreasonable to expect students to be interested in a machine-projected, unknown voice speaking on a subject they know little or nothing about. Every learning activity needs motivation.

It is only after the completion of the preparation activities that the students listen to the recorded interview. It is our feeling that listening to the tape individually, rather than in a monitored lab situation where students cannot control the tape recorder, more closely approximates a real-life conversation. In an actual conversation they would be able to ask the speaker to repeat what they did not understand, and each student could, and probably would, ask for such repetitions at different moments. In an unstructured lab situation, students are free to rewind the tape and listen more than once to those portions they have not understood.

Instructors should explain to students how they should listen, and for what they should listen. This is particularly important in the case of intermediate students. It should be stressed that it is not necessary to understand every word, but to understand the ideas. In fact, trying to understand every word often leads to literal translation and impedes comprehension.

Our interviews are approximately twenty minutes long, which our fourth semester students find tolerable, but there is no reason why any tape could not be divided into shorter segments. However, segments which are extremely short (less than three minutes) are less effective at the intermediate level, since it is difficult for any significant idea to be developed in such a short conversation. Furthermore, such short segments do not serve the purpose of presenting students with authentic spontaneous conversations. In real life, French conversations are rarely that short!

Returning to the materials we devised to accompany our tapes, it should be noted that the manner of verification of comprehension depends upon the level of the students. With an intermediate class, we have found simple true-false questions, taken almost literally from the tape in the order in which they appear, to be most effective. For more advanced students, we ask more detailed questions which require the transposition and synthesis of the information heard on the tape.

The remaining parts of the student booklets fall into the category of expansion activities. These activities are essential if the listening experience is to be more than an isolated, sterile laboratory exercise. Students must be shown that the purpose of listening is not merely to find the answers to questions. In fact, the true-false and comprehension questions mentioned above are necessary, but, in our opinion, are much less productive than the other aspects of the materials we have developed.

First, structural exercises can be considered as linguistic expansion. By extrapolating from the tape those vocabulary expressions and grammatical structures which are used often by native speakers, but rarely presented in textbooks, teachers can expand their students' knowledge of the target language. The structural exercises can also be used to reinforce important grammar or idioms already studied but not sufficiently learned. For example, one of our taped interviews yielded exercises on the use of "faillir," the expression "je suis ravie de," the use of fractions in conversation, and verb-subject inversion after "peut-être."

With regard to tape content, discussions, role-playing and individual or group oral presentations are the principal expansion activities we have used with students. While there is nothing new in these activities, they are successful and stimulating when they stress those aspects of the recorded interview which are controversial, unusual or especially thought-provoking. For example, in one interview a woman dentist said she would work less rather than be more successful professionally than her husband, who is also a dentist. Based on this statement, we proposed the discussion topic: "Aimeriez-vous comme Danielle avoir le même métier que votre époux (ou épouse)? Aimeriez-vous travailler tous les jours avec lui (ou elle)? Quels problèmes envisagez-vous chez un couple qui travaille ensemble?" As an example of an improvisation topic, we used as our point of departure the statement by an engineering consultant that she found it difficult to do business with foreign countries because of cultural differences. The role-playing situation suggested was:

> Vous avez été engagé(e) par une usine dans un pays étranger qui a des coûtumes très différentes de celles de votre pays. Avant de signer le contrat, il faut participer à une cérémonie. Imaginez les personnages et la cérémonie, et jouez-la.

By offering a choice of discussion and improvisation topics to students, you are bound to find one which will be successful. To further integrate and extend tape material, it is helpful to provide excerpts from newspapers, magazines, government documents or literary works, taking care to respect copyright restrictions. It is also possible, through your own research, to provide additional information on one aspect of the tape. For example, an interview with a student or teacher can be accompanied by, or limited to, just one element of a larger cultural unit on French education.

Obviously, all these expansion activities cannot be used with all students, or with all classes. Some are more appropriate for intermediate and some for advanced students; others are best suited to conversation classes or classes which stress written expression. Each of our student booklets intentionally contains more than would, or should, be used with any one class. Obviously, a teacher with just one class would not need to provide so much supporting material. Class needs should determine what is most appropriate for a particular group.

These, then, are some suggestions on how one can use "authentic sound documents," specifically, recorded interviews, in the classroom.[9] Teachers who make their own tapes have the opportunity to select the materials best suited to the interest of their classes. Adaptations and additions can easily be made to the materials as need dictates. Recorded interviews give teachers direct control over what is used in their classroom -- they are not wholly limited to the content of textbooks. Tapes also permit students to hear the conversations of native speakers from many segments of society, just as they would encounter them when traveling. The vocabulary and diversity of regional and cultural accents of these native speakers represent contemporary language at its fullest and richest. The topics brought out in recorded interviews and conversations cover many of the actual concerns of the culture. The successful use of these "authentic sound documents" depends upon the way they are presented and integrated into the classroom experience.[10]

FOOTNOTES

1. Le document sonore authentique dans la classe de français, langue étrangère (entire issue). Le Français dans le Monde, No. 145, mai-juin 1979.

2. Léon, Pierre. "Avant-propos." Le Français dans le Monde. No. 145, mai-juin 1979, p. 14.

3. Frommer, Judith G.; Collins Weitz, Margaret. "Marie-Claire Bulté." Femmes et Métiers. Cambridge, Mass.: Modern Language Center, Harvard University, 1979.

4. The importance of active listening in language learning was stressed by Prof. Stefan R. Fink in a workshop entitled "Innovative tape programs for listening comprehension," presented at the 1980 Northeast Conference on the Teaching of Foreign Languages held in New York City.

5. Rivers, Wilga M. The Practical Guide to the Teaching of Foreign Languages. New York: Oxford University Press, 1975, p. 7.

6. Coste, D., quoted by Andre Reboullet in "La Quête du document." Le Français dans le Monde. No. 145, mai-juin 1979, p. 16.

7. This topic also served the purpose of rehabilitating the image of French women in the eyes of American students, showing that French women are doctors and engineers, as well as good housekeepers and cooks. The contrast between the important role women play in French society, and the way they are portrayed in American textbooks, was analyzed by Therese Bonin and Judith A. Muyskens in "French Women in Language Textbooks: Fact or Fiction?" Contemporary French Civilization. Vol. II, no. 1, Fall 1977, pp. 135-151.

8. Suggestions for those interested in recording interviews are given in the Appendix.

9. For additional discussion of the importance of "active listening in foreign language learning" and suggestions on the use of radio interviews, see: Quinn, Terence, and Wheeler, James. Listening Comprehension in the Foreign Language Classroom. CAL-ERIC/CLL Series on Languages and Linguistics, No. 16, May 1975.

10. This paper is based in part on material presented by the authors at the 1979 Northeast Conference on the Teaching of Foreign Languages, Washington, DC.

11. A different version of this paper will appear in The French Review, 56, No. 3, December 1981.

APPENDIX

"'SOUND TEACHING':
The Implementation of Recorded Materials in the Classroom"

TEXT I

J: Il me semble qu'il y a très peu de gardiens français à Paris. Est-ce que je me trompe, ou est-ce que cela est vrai?

A: Oui, je pense que c'est vrai pour les concierges, mais pas pour les gardiens.

J: Est-ce que vous pouvez penser à une raison pour ce phénomène?

A: Tout dépend de l'immeuble. Par exemple, nous sommes dans un immeuble qui est très bien et qu'un couple français accepterait. Mais si vous avez un immeuble en mauvais état, un couple étranger y travaillerait, mais pas un couple français.

TEXT II

J: Alors, il me semble qu'il y a très peu de gardiens français à Paris. Est-ce que je me trompe, ou est-ce que vous av....

A: Euh, oui. Je pense, hein, je pense. Mais c'est surtout, c'est surtout...c'est pas des gardiens, c'est surtout des concierges.

J: Ah bon, et pourquoi? Est-ce que vous pouvez penser à une raison...euh...pour...euh...

A: Ben, vous savez...

J: ...ce phénomène?

A: Tout dépend...euh...les...les immeubles...bon...euh...je vois comme nous, on est dans un immeuble très bien. Bon, ben, il n'y a pas de problème, un couple français le prendrait. Mais... euh...si vous allez dans un immeuble où vous avez tout qui est à moitié démoli, puis, c'est très sale ou quoi...euh...bon... ben...un couple étranger le prendra, mais pas un couple français.

A brief description of the tapes included in our series:

"Corinne Monod, secrétaire"--a 25 year old secretary from Marseilles. Her interview describes the studies required to become a secretary in France. She also discusses the differences between people from different regions of France.

"Danielle Delfour, dentiste"--a 30 year old woman who became a dentist because her fiancé was studying dentistry. She has decided not to have children because they would interfere with her career.

"Jacqueline Pelleport, médecin"--a young woman who has a rather unusual specialty: pediatric radiology. She is unusual also because she does not like taking money from patients.

"Anne-Marie Bailly, infirmière"--a nurse who has had a varied, interesting career, from working in a Parisian clinic to running a hospital on a rubber plantation in Cambodia to assisting a plastic surgeon in Paris.

"Jeanine Clisson, pharmacienne"--a pharmacist who, while explaining her own work, explains the aspects of French pharmacies which distinguish them from their American counterparts.

"Annette Vincent, gardienne"--a young woman who begins her interview by clarifying the differences between "concierges" and "gardiennes." This conversation gives the listener a good idea of the mentality of working-class French.

"Betty Baèd, coiffeuse"--while describing her trade, using the appropriate specialized vocabulary, this young woman reveals personality characteristics which are probably typical of hairdressers in all countries.

"Josette Benoîte, femme politique"--an assistant mayor of a large town in France, talks about why she became a communist, and why a change in social structure is necessary to correct the injustices which exist today.

"Elisabeth Hoche, ingénieur"--this engineer talks about her education and her work as a consultant. She discusses the problem of being a woman in a predominantly masculine profession.

"Dominique Dupuis, directrice commerciale"--a marketing director of a small, family-owned factory. This interview includes useful vocabulary, and reveals some differences between French and American business.

"Marie-Claire Bulté, professeur"--a physics teacher in a private school in Paris talks not only about her experiences, but also about the problems facing French youth today.

"Simone Truchon, fonctionnaire"--a civil servant, only a few years from retirement, explains the intricacies and advantages of working for the government.

SUGGESTIONS FOR INTERVIEWING

Here are some ideas for teachers who wish to record their own interviews with native speakers of French or other languages.

I. Preparation: although it is beneficial for students to hear any conversation in a foreign language, interviews will be more successful if they are carefully prepared.

--Before undertaking a first interview, study the technique of interviewing by reading books of interviews (such as Stud Terkel's Working, New York, 1972) and sociological surveys, and by watching television news interviews and talk shows, in order to learn which questions elicit interesting responses.

--Decide on the level for which the interview is being recorded. Although simple questions such as "Où habitez-vous?" would bore advanced students, they would be appropriate in an interview intended for elementary classes. Decide, also, if the aim of the interview is the expression of different levels of language, the presentation of facts, or the exchange of ideas.

--Study background information about the interviewee's region, country, professions, or interests, in order to ask pertinent questions. Interviewees are more receptive to an interviewer who is familiar with the subject.

--Make a list of questions beforehand, but do not expect to follow them, at least not in order. (See last paragraph.)

--Before interviewing for the first time, or when interviewing after a period of time, practice with colleagues, family, and friends, even if you must do so in English.

II. The interview: success depends on both technical and human factors.

--The best source of technical advice is the audio-visual department of your school or college, or even the local specialist in audio equipment. Our tapes were made with a cassette recorder (Superscope) and an external 360° table microphone. It is advisable to use an external microphone with a cassette recorder since the internal microphone registers "tape hiss." Although some technicians recommend using a reel-to-reel recorder, the slight advantage in fidelity is not worth the disadvantage of a cumbersome machine, especially when traveling. A reel-to-reel recorder facilitates tape editing, but this function is probably best left to qualified technicians.

--Interviewing should be done in a quiet place, without continuous background noise, such as air-conditiong. Interviewing should be done with only the interviewer and interviewee present, in order to stimulate frank and uninhibited discussions.

--During the interview listen carefully to the interviewee's answers to detect comments which may demand further explanation, or lead to a stimulating discussion. Be prepared to abandon your list of prepared questions to follow any interesting leads.

Contents of Student Booklets

1. INTRODUCTION to the type of work done by the interviewee:

This description of the past and present state of the occupation in France with regard to women is intended to provide a context for the tape. While focusing on women the description nonetheless provides an overall idea of the profession or trade in general.

This part is for the student's own edification. The instructor should explain it in general terms before the students read it. After the students have read it, the instructor can ask questions about it orally to verify comprehension, but little class time should be devoted to it.

2. PORTRAIT of the interviewee:

The description of the interviewee is intended to make the listening session in the language lab less mechanical. After reading this description, the students will feel they are listening to a familiar figure, rather than to an impersonal cassette.

The instructor should present an oral summary of the "Portrait" before asking students to read the written description. After verifying comprehension through oral questions, the instructor should discuss the students' impressions of the interviewee.

3. VOCABULARY:

A list of all the words used in the interview not found in Gougenheim's Dictionnaire fondamental de la langue francaise, plus those words which, based on the authors' classroom experience, are new to intermediate-level students. The lists vary in length depending on the verbal style of the different interviewees.

Depending on the level of the class the teacher may go over the vocabulary before the class listens to the tape, allow students to bring the list to the lab while they listen, or in the case of an advanced class, have the class listen without the aid of the list.

The vocabulary list is recorded on Side 2 of each tape with space for student repetition after each word. Hearing the words pronounced individually beforehand should make it easier for students to understand the interviews. Instructors are free to determine which words should be considered active and passive vocabulary.

Tape: INTERVIEW:

Students listen to the unrehearsed, spontaneous interview after reading parts 1 and 2, and after familiarizing themselves with the vocabulary. The tapes are approximately twenty minutes long. Some of them have been divided into shorter listening segments to make them more adaptable for use with less-advanced classes.

4. STRUCTURAL EXERCISES:

There are two sets of grammar and vocabulary exercises, one on Side 2 of the tape and the other included in the written unit. They are to be done after students listen to the tape. Teachers may use either or both sets of exercises depending on the nature of their course.

The recorded exercises involve repetition of grammatical structures and written responses to questions which use the vocabulary the students have heard in the interview. The exercises included in the written unit are intended to be done orally in class in small groups.

5. COMPREHENSION QUESTIONS:
a) True/false questions--Sentences taken almost literally from the tape, in the order in which they appear on the tape, and which the students must identify as true or false. Less-advanced classes can answer questions while listening to the tape, and discuss and compare their answers in class.

ALL OF THE FOLLOWING PARTS MAY BE USED AS WRITTEN OR ORAL EXERCISES

b) A set of ten questions requiring more detailed answers follows the true/false questions. To answer these questions students must interpret the tape, or provide information from more than one part of the interview. These questions may serve as a basis for class discussion or as a means of verifying that students have listened to the tape. They may be omitted with less-advanced classes.

6. DISCUSSION TOPICS:
Aspects of the tape which may be controversial, or which point out differences between French and American culture, serve as the basis for class discussions. The class may be divided into small groups for this activity. Usually at least one of the topics (three or more in each unit) is suitable as the basis for a debate.

7. IMPROVISATIONS:
Many situations described by the interviewee, even if not directly associated with her work, provide models for role-playing. Dramatizations. can be presented by small groups of students, either spontaneously or after outside preparation. The situations can also be used as the subject of a written dialogue.

8. INDIVIDUAL STUDY:
At least three subjects for individual study projects are given in each unit. These topics tie the interview to the students' world; for example, a typical topic is a comparison of the profession as exercised in France and in the United States. In all cases, the students will have to do additional research to develop the ideas suggested in this section. Instructors may use this part of the unit for oral presentations or term papers.

9. RELATED TEXT:
An excerpt from a newspaper, magazine, novel, or government document from France is the last part of the unit. The excerpt corresponds to some aspect of the tape, but not necessarily to the work done by the interviewee. Appearing in a different format in each unit, this part provides yet another means of relating the tape to class activities.

There are many other types of exercises which may be used with these tapes. Here are a few suggestions:

1. Students transcribe a tape section selected by the instructor and then explain the vocabulary and grammar they have heard. (I/A)*

2. "Close" passages may be written based on the vocabulary of a specific interview. (I/A)

3. A class can be divided into small groups of 3 to 6 students. Each group listens to an interview, discusses it, and then reports on it to the entire class. (A)

4. Role-playing: different from the improvisations included in the student booklet, here the students assume the roles of interviewer and interviewee in an effort to recreate the interview or embroider on it. (A)

5. Teachers can select a certain number of words (10 to 20) from the vocabulary list, and assign them as vocabulary to be learned for vocabulary expansion purposes. (I)

6. The class can have a "TV Quiz Program" based on the content of one or more interviews. (I)

7. Short portions of the tape can be played in class. Students explain what is being said and the context. This can serve as a "point de départ" for a discussion. (I/A)

8. After more than one interview has been listened to, the class can hold a panel discussion with a moderator and the different interviewees. In response to the moderator's questions the students playing the different roles should react as would the interviewee they are playing. (A)

9. The teacher writes important vocabulary words on pieces of paper. Groups of students (2 to 5) pick a given number of words from a hat, and improvise scenes based on them. Or, a list of ten words can be written on the blackboard, and each group chooses five or seven on which to improvise. (I)

10. The teacher writes significant sentences from the interview on pieces of paper. She or he then distributes one or more sentences to groups of students who must explain the significance of the sentence and where it occurs in the interview. (I)

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*I indicates the activity is appropriate for intermediate students, A for advanced.

PART II

FOREIGN LANGUAGE AND BUSINESS

LANGUAGE SKILLS
AND INTERCULTURAL COMMUNICATIONS
IN U.S. - JAPANESE TRADE RELATIONS

Takeo Iguchi

Together, the United States and Japan account for 35% of the world's Gross National Product and business relations between Japan and the United States are of fundamental importance to our two economies. It is interesting to note that several Japanese companies are now listed among the Fortune 500, while Japan's so-called "big nine" trading companies handle 9% of the world's trade. This interdependency can be expected to continue as joint ventures become more fashionable in both the U.S. and Japan, and the "big nine" are expected to play a crucial coordinating role between manufacturers and investors in such joint ventures. It is becoming imperative that U.S. college curricula reflect these realities. Yet, in the U.S., the domestic market is so large that in certain areas, overseas trade is not so important. On the other hand, in Japan--an island nation with 117 million citizens -- foreign trade is of vital importance, since its economy depends on imports of many raw materials and foodstuffs, and exports of manufactured goods. This may account for the recent findings of the President's Commission:

> "It is estimated that there are 10,000 English-speaking Japanese business representatives on assignment in the United States. There are fewer than 900 American counterparts in Japan -- and only a handful of those have a working knowledge of Japanese."[1]

In Japan, the universities have been leaders in the efforts to modernize, based on the Western model. Major universities, such as the University of Tokyo, Hitotsubashi University, and the University of Kyoto, were some of the main instruments in achieving this goal by producing leaders for modernization in all realms of human activity. The University of Tokyo, for instance, began as a Research Institute in the Edo Period and was called Bansho Torishirabesho, which literally means "Foreign Books Research Academy." These universities still provide the personnel for the Japanese trading companies.

Japanese education traditionally emphasizes foreign languages, particularly English, which has been the commercial language of the world for some time. Yet, language skills do not come easily to the Japanese. Prof. Edwin Reischauer in his book The Japanese points out that the Japanese are some of the worst students of foreign languages; certainly their ability to communicate in English is low by international standards. In contrast, their reading and translation skills in foreign languages are substantial. I feel that I can safely say that no other country in the world concentrates so intensively in foreign news in its newspapers, magazines and television programs as does Japan. Similarly, all the world's literary masterpieces are rapidly translated into Japanese.

The above-mentioned President's report indicates that international interest in the U.S. is low and that foreign language requirements have been constantly lowered at the universities. At the same time, we find that interest in Japanese studies is not decreasing. After the War, Japanese studies in the U.S. were limited to literature, history, politics, and religion. During the 1960s and early 1970s, Japanese studies at U.S. universities expanded in depth and breadth and some institutions introduced studies in Japanese economics and sociology. During a visit with the Five Colleges in Amherst, Massachusetts, last December, I was heartened to learn that on the retirement of Prof. John Maki, author of Japanese Commitment to the Constitution, his successor would concentrate on the Japanese economy and business studies.

Yet we know -- as is stressed here at this Conference -- that good universities, good companies, and good linguists do not always guarantee success. There are still "cultural" barriers to trade -- social and cultural biases, gaps between perception and reality. Americans sometimes assert that business relations in Japan are governed to a great extent by a strongly felt sense of mutual obligation and that foreign suppliers are often automatically excluded from the tightly-knit Japanese business system because a Japanese company is reluctant to switch sources from its traditional suppliers to foreign newcomers, even to get comparable goods at cheaper prices.

Loyalty to suppliers is certainly not unique to Japan, although it may be that the Japanese exhibit this quality more frequently. Nor is commercial chauvinism unique to Japan, as we know from "Buy American," "Buy British," and similar promotions and even legislation in the West. What this loyalty means, I believe, is that successful exports in either direction may not depend on price competition alone. Other competitive advantages may include superior design or workmanship, faster guaranteed deliveries, back-up service, engineering assistance, onshore warehousing, as well as an understanding of the above "cultural" barriers. American exporters often feel that the business considerations listed above should ensure sales and that whatever sells in the U.S. will also sell well in Japan. I assert that to bring a better balance to U.S./Japanese trade will require a much greater effort on the part of the American exporters to meet the demands of the Japanese market.

There are no more sophisticated consumers in the world than the Japanese. Japanese/U.S. trade will not be brought into better balance until more U.S. businesses understand this and invest the time, capital, and marketing effort into providing Japanese consumers -- and industry -- with what they need. The Japanese economy is probably the most competitive domestic economy in the world.

I would like to explain the complicated Japanese economic system by quoting from a report of the Japan-United States Economic Relations Group -- the so-called "wise men's report" -- on the Japanese distribution system:

> "The complex and often seemingly inefficient Japanese distribution system appears to inhibit foreign access to the market place.
>
> Although distribution channels in Japan vary according to industry, product-type, and characteristics of the final retail outlets, in general they involve many more layers of wholesalers than in the United States. The predominant pattern for apparel, furniture, stationery, and sundry goods, for example, involves passing the goods from producer to primary wholesalers to secondary wholesalers to retail outlets, and finally to consumers. Such a complicated network is necessary in these industries because of the large number of competing producers, the retailers' consequent need to stock a wide variety of merchandise lines and the small size of most retail outlets. In Japan, about 85 percent of retail establishments have less than four employees; the comparable figure in the United States is 65 percent."[2]

In this connection, in order to penetrate the Japanese market, the foreign business person must understand the social and cultural factors of Japanese life, including the use of the Japanese language. I would like to quote another passage from the "wise men's report" regarding these social and cultural factors since they express the actual situation so well.

> "Despite all that has been done and can be done by law and policy to open the Japanese market, Japanese culture presents many difficult barriers to foreign penetration. As an island country closed to the world for several centuries, Japan entered the modern era a highly homogeneous society. It had a unique culture that the Japanese people properly have been determined to preserve. Despite Japan's assimilation of Western technology and culture, the Japanese have succeeded to a remarkable degree in maintaining their own values and forms of social intercourse. With these, they have also maintained a sense of uniqueness and separateness."[3]

Because of the complexity of the Japanese language, few Westerners have achieved a fluency, yet this is probably due as much to the failure of foreign businessmen to devote enough time to its study. I feel that the study of a foreign language is a prerequisite to the understanding of foreign minds. This study, however, must be accompanied by the study of the history, culture, and socioeconomic system of the country as well. I feel that it is always productive to learn from the merits and superior aspects of foreign countries to help develop your own nation and I thus support foreign language study for all professions.

FOOTNOTES

1. President's Commission on Foreign Language and International Studies. Strength Through Wisdom: A Critique of U.S. Capability. Washington, DC, November 1979, p. 7.

2. The Japan-United States Economic Relations Group. Report of the Japan-United States Economic Relations Group. Washington, DC, January 1981, p. 63-64.

3. Ibid., p. 65-66.

ARE THERE JOBS FOR FOREIGN LANGUAGE STUDENTS?

Patricia Francis Cholakian

The purpose of this presentation is to summarize personal impressions gained from an informal survey of members of the business community on this very question. It is not a statistical survey of the job market or a scientific review of careers open to foreign language specialists. I intend to focus on the results of my informal inquiries and the important need for foreign language teachers to keep in touch with businessmen and women so they can share sound career advice with their students.

When I was asked to teach a course entitled "Career Skills in French" in the spring of 1979, I decided to survey members of the business community about the job prospects for language students. The first step was to send out a letter outlining the general format of the proposed course:

> "The students will be trained in handling telephone calls, making simple oral presentations, writing letters, and translating written and oral material. They will also be introduced to basic technical, commercial, and legal vocabulary and to French banking and shipping procedures."

I then asked for reactions to the following questions:

1. Would the skills outlined above enhance a job applicant's chances of being hired in your field?
2. Which of these skills would you consider most valuable? Are there any others which should be included?
3. What other skills or training would you consider desirable, were this person to apply to a firm in your field?

In total, 265 letters were mailed to three categories of recipients:

- Hamilton College alumni who have established themselves successfully in business in the greater New York City area;
- Personnel officers of firms having sales offices or industrial operations overseas and who subscribe to the College Placement Annual;
- The major French firms with branches in this country, as listed by the Commercial Counselor of the French Embassy.

I conducted telephone interviews with a number of top-level executives of subsidiaries of French banks in New York City; in the cosmetics industry;

and in retail merchandising chains. During a trip to New York City, I also personally interviewed members of the banking, pharmaceutical, shipping and transportation industries, and the French Chamber of Commerce, as well as the French Commercial Counselor.

The most helpful and encouraging responses came from Hamilton alumni. The French firms were also generally positive and enthusiastic. Least helpful were the personnel officers of the various U.S. corporations who either did not respond or did not offer encouragement.

HOW FOREIGN LANGUAGE SKILLS HELP HIRING

I wish I could tell you that everyone I interviewed was enthusiastic about hiring a foreign language major, but such was not the case. On the contrary, there were many who feel that there is little need for employees who speak several languages. As language teachers, we must realize this as a fact and not mislead our students into thinking they will automatically be offered a fine job if they learn a foreign language.

Indeed, there are some harsh realities. The overseas branches of many multinational corporations are, in fact, separate companies, internally managed, with few ties between overseas and home offices. The ties exist mainly at the executive level and have little effect on personnel requirements. In addition, most American corporations with overseas offices are required to employ citizens of the host country; it is also financially prohibitive to send Americans to work abroad.

It is generally true that U.S. corporations have been operating for many years solely in English, and most do not seem too uncomfortable with this situation. A vice-president at Macy's stated bluntly that, although hundreds of buyers are sent abroad each year, none of them is required to have any knowledge of foreign languages. He stated that their business contacts are only too happy to do business with them on their own terms and in English. The same vice-president suggested, however, that students who are interested in using their foreign language should be well advised to seek out firms who are selling, rather than buying, in foreign markets; then their foreign language skills might prove more useful.

On the other hand, the French firms contacted were more enthusiastic about hiring individuals with business skills in French. Although companies like Bic, Rossignal, and Oréal responded negatively, many others, such as Rhodia, Thomson-CSF, and Club Med, sent positive replies. Significantly, their answers implied a certain frustration with the American refusal to go halfway linguistically. I noted, for instance, that when I telephoned French firms, French-speaking personnel always tried to conduct conversations in French, even when the call was initiated in English. It is thus possible that a U.S. firm doing business with foreign companies could gain an advantage in public relations if its employees had skills in other languages.

An officer of Thomas-CSF, the giant French electronics manufacturer, was the most enthusiastic about promoting foreign language skills. He wrote:

> "I feel this type of course is a necessity for any student wishing to use his or her language skills in the business world today....In our firm, the majority of our employees are bilingual and must handle telephone contact in French daily."

Some U.S. executives also seemed interested: "It is a definite advantage to be able to converse, in general, with French-speaking customers and associates," wrote the head of an export corporation. "In virtually all cases, these customers and associates will speak English, but there is a definite advantage to the American being able to conduct an acceptable conversation in French."

A letter from Ingersoll-Rand stated, "The addition of a foreign language to an engineering curriculum would be an asset for a candidate seeking an international assignment in this company." The vice-president of European Aerospace confessed, "My French is miserable but I get along in English, although there is no question that I would be better off if I had good French." Most emphatic was an executive of American Cyanamid who wrote, "An ability to understand spoken and written French is a tremendous advantage in business meetings with simultaneous translation for those who do not understand English or French. If you understand what was said before the translation, you can be formulating your answer during the translation and lose nothing because of the translation." A Merck official wrote, "I wish I were stronger in French, but only because the French are unwilling to use their English some of the time." A recent Hamilton graduate confessed that he had missed some good opportunities in broadcasting because of an insufficient knowledge of foreign languages.

Although it is difficult to pinpoint specific positions for which foreign language students might be hired, the reactions to the first question did suggest that in some cases language would definitely enhance an applicant's chances. Foreign companies trying to establish themselves in the U.S. have the greatest need for bilingual personnel. The French Chamber of Commerce pointed out that many U.S. State Chambers of Commerce are now trying to attract foreign businesses and will need liaison people. A perusal of the classified advertisements in the New York Times reveals a great need for bilingual secretaries and administrative assistants. A recruiting officer for Katherine Gibb's Entrée Program asserted that a college graduate with skills in language, who enrolled in that program, would be in great demand. She added that two women had recently been sent to

Paris by their placement office, one to work for a couturier and the other for a parfumeur. Another area in which language skills are actively sought is in the recruitment of flight attendants, a fact underlined in Pan Am's brochures; insurance companies active in Canada also need French-speaking personnel.

Bankers were generally enthusiastic about hiring students who had taken the proposed French course, although they suggested that most international assignments requiring French are in Africa, Asia, or South America, not in Europe. Many French banks now have offices in this country and would welcome bilingual personnel with the necessary financial background. There also appear to be certain opportunities for technical translators. The travel industry also offers some possibilities, but tourism in the U.S. is not yet highly developed. The responding law firms stated that they would be happy to hire bilingual associates, provided, of course, that they were licensed to practice law in the state. A former graduate of the Hamilton Junior Year Abroad, now a lawyer, was sent to Paris for several years as a result of his knowledge of French.

A summary of the responses to question number 1 indicates that there is sufficient interest in foreign language skills among potential employers to justify learning them.

Answers to the question of which skills are most valuable were quite informative and helped to clarify how language learning could add to a candidate's overall desirability. Among those who favored foreign language skills, most considered general communication skills in a foreign language to be more important than vocabulary. They felt the latter could be picked up quickly on the job, since much French business vocabulary has been borrowed from English.

"The most valuable of the skills outlined would be a solid knowledge of the language (reading, writing, and speaking)," wrote one young woman, recently hired by Line-H.E.S. Machine Tool, Inc. One executive pointed to the necessity of observing cultural differences: "It is very important to read literature to learn how people live and think." As an example, he noted that it would be unthinkable to criticize a Spanish-speaking person with the same frankness as one could use with an American colleague. A Hamilton alumnus, now employed by International Paper, elaborated on this particular point:

> "...there is a vast difference between people who have studied a foreign language and those who can actually use it. The former are fairly common; the latter are fairly uncommon and can be extremely valuable to a multinational firm. Correspondingly, my first priority for structuring a language program would be to develop the students' basic skills as much as possible.... The course would allow students to use the language in an original, non-textbook situation and would force them to call on all their skills....What

would make a job applicant most attractive is the ability to use the basic business skills in a foreign language, with at least a basic technical vocabulary."

Another alumnus, an employee of Citibank for many years and former head of its Paris branch, gave first priority to "fluency on the telephone, the toughest language test, in my judgment, for an executive overseas." He gave second place to "confidence in speaking up," pointing out that "an exchange of ideas can quickly leave behind the person who tries to formulate mentally a well-crafted comment in a half-familiar language." He went on to suggest that note-writing was more important than letter-writing, since bilingual secretaries can edit major letters. He suggested that to be truly useful, the course should concentrate on culture, including discussion and writing about current films and periodicals and suggested that, since Citibank sends so many young officers to Africa, they favor graduates who are informed about this continent.

Conversational skills ranked first in importance, but translation skills were considered second most important of those proposed for the course. Many respondents also emphasized the need to be comfortable with other cultures. They pointed out that it is important for a businessman to be able to communicate with workers at all levels and to chat with the man in the street in order to find out what is really going on in a foreign country.

ADDITIONAL SKILLS NEEDED

In answer to the third question, all respondents stated that a candidate would have to offer skills in other technical or professional areas before he/she would become a serious contender for a position; knowledge of a foreign language would be an attractive extra skill. Some respondents emphasized the desirability of an MBA, preferably from a prestigious institution. In any case, applicants are expected to have minimum business training: courses in statistics, accounting, and computer programming. Other suggested experience included service in the Peace Corps, the armed forces, work in a small bank, and summer jobs serving as tour guides at the United Nations or in the customer service departments of large stores catering to foreign visitors.

Since this informal survey, conducted almost two years ago, I have talked to many more Hamilton alumni in the business world, and other professionals. In general, I have been encouraged to feel that businesses are slowly becoming aware of the advantage of hiring applicants with language skills. Therefore, I feel that when our students come to us language teachers and ask if knowing a language may help them to get a job, we can honestly say yes -- but we must be careful not to stop there. We must give them sound, realistic, practical advice about the job market and about the other skills they will need to find such jobs. We should make it clear to them that their entry-level position may not be one which will call upon their language skills, but we should be able to give many examples of graduates who eventually were promoted to more interesting positions, thanks to having the knowledge of a language that was needed at a critical moment.

Furthermore, we must not stop with the teaching of the language. We must go beyond the confines of academe to find out what is happening in the business world and we must be willing to spend time working not only with our students, but with career centers and alumni who can give us and our students helpful advice. It is a good idea to keep files of addresses, advertisements, and articles which might be useful to job-hunting students. We can include, even in our basic skills courses, units on interviewing and résumé-writing; we can also invite business people to speak to our classes or organize tours of local businesses and industries that may have international ties.

If we can do these things, we will not only be helping our students in planning their careers, we will be educating business people who will be able to approach their work from the broadened and humanistic point of view which comes from having mastered a foreign language.

FOREIGN LANGUAGES AND THE MULTINATIONAL CORPORATION

David Blake

I wish to briefly discuss my experience and views on the whole area of language and how it fits into international business, as this is an area of vital professional interest to me.

First of all, I feel that we need to bear in mind that the question of language or communication goes beyond the issue of foreign languages, although that is a very real issue. Many of you are aware of the very severe communications problems we have with those who speak the English language. As an example, I can cite the massive advertising campaign that Kimberly-Clark mounted in the United Kingdom a number of years ago to sell their dinner napkins. The problem was that in the U.K., the word "napkin" has the connotation of diaper, which, as you can imagine, caused serious communications and marketing problems.

Secondly, I wish to focus on the potential employer, the multinational corporation, which is probably the most substantial and significant economic development since 1950. Some 350 billion dollars worth of assets are held in other countries by multinational corporations. The total production of these corporations accounts for approximately one-third of the total world output of products. Of these assets, slightly more than half are under the control of U.S.-based multinationals, although corporations in Europe, Japan, and developing nations are now catching up. Interestingly, the U.S. is host to more foreign investment -- some 50 billion dollars -- than any other country except Canada.

As a result, we are a truly internationalized economy. In my pantry and medicine chest I have found products made in the United States by non-U.S. multinational corporations. For example, Wisk laundry detergent, Dove soap, Aim toothpaste, Kiwi shoe polish, and Nestle's Crunch are all products used daily and produced here, but by subsidiaries of non-U.S. multinational corporations.

These multinational corporations are operating in a world of nation states, with different histories, languages, and cultures, and this is one of the major problems faced by these companies. This is where our concern with foreign languages and their implications for employment comes in. I agree with Prof. Cholakian that it is important not to mislead our students in this area.

We have noted that multinational corporations are increasingly employing local and third-world nationals. Sometimes, though rarely, this is required by law, but more often it is because the practice makes good economic and management sense. The number of Americans employed overseas with U.S. companies has declined dramatically in relation to the total overseas workforce during the last 20-25 years.

There are two major problem areas in the hiring and the success rate of expatriate managers. Managers need to have the technical competence to handle their jobs overseas and the ability to adapt culturally. The latter pertains to both the executive and his/her family. The problem is often more pressing for the family because the manager has a job to do while the family is left to fend for itself. Estimates suggest that 33% of managers sent overseas are brought back to the U.S. within a year, due to problems of adapting to foreign cultures. This is very costly for the company, and not just in terms of airfare.

Tied in with these cultural aspects is the question of foreign languages, but languages as a functional phenomenon, not a communication problem. Learning the language of the country of assignment means being able to identify and emphathize with the person, country, and society.

Much of the problem also lies in the fact that persons selected for overseas assignments are chosen for their managerial skills. Thus, a good manager may be sent to Brazil for a few years, then to Germany, and later to Japan. It is therefore difficult to anticipate which language will be most important to our students in their careers. We cannot ensure that students who have learned French, for instance, will be in a position to use it in their international assignments.

Our students must realize that most U.S. companies do not hire graduates directly out of college for their international divisions. Rather, they hire graduates with the professional skills needed and if they prove to be capable and position themselves properly, they may later be offered an international assignment, which does not necessarily mean going overseas. There are a number of so-called "desk officers," as the State Department calls them, who are liaisons with the plant in Thailand or Brazil and who need to understand the language and culture in which their managers live and work.

Many companies have found that language and cultural training, together with international business training are useful in general management development. Just as they offer courses in finance or interpersonal relations, these companies also expose their employees to cultural training. Many current language students may later find themselves in positions where international skills are necessary. We are thus talking about a general international preparation, rather than a one-month crash course.

One final point. Like it or not, we must face the fact that the basic commercial language in the world is English. I mention this to suggest a perspective of realism. Foreign language skills are beneficial, but are they necessary to conduct business? A manager with language skills but poor technical training is not going to be successful, while a technically skilled individual with no language skills might very well be.

Foreign language study not only enables us to communicate, but it also introduces us to another culture. It is this cultural sensitivity and the ability to handle different cultures, even if you cannot speak the language, that is critical for business communication.

BUSINESS AND FOREIGN LANGUAGES

E. Barry Nann

Thank you for inviting me to present the views of business regarding the question "Are There Jobs in Business for Foreign Language Students?" To provide a context for my remarks, I would like to give you several perspectives:

- a brief outline of the worldwide organization of Polaroid;
- the organization of our Marketing Division (to which I belong);
- a conceptual approach to the cross-cultural contributions of a worldwide industry;
- the fundamental operating premises of our consumer-product profit-oriented organization; and
- information on the roles that I have performed within the organization.

Following these contextual comments, I will suggest some business considerations which relate to foreign language fluency and then I will highlight some critical issues in business organizations which are relevant to language facility.

1. Polaroid Worldwide — Polaroid Corporation's worldwide organization of some 17,500 people includes nearly 5,000 members overseas. Somewhat less than half of our 1.5 billion equivalent dollars of sales are made outside the United States. Three-fourths of our 21 wholly-owned marketing subsidiaries outside the U.S. are located in non-English speaking countries. Interestingly, our major manufacturing facilities outside the U.S. are located in two countries where English is spoken (Scotland and Ireland) and one (The Netherlands) where English is spoken widely. In addition to our marketing subsidiaries, we do business through independent distributors in more than 100 countries around the globe in less-developed markets. Our headquarters are in Cambridge and we have major regional coordinating offices in Amsterdam, Miami, and Hong Kong.

2. Marketing Division — The second contextual perspective that I offer contains essential features of the balance of my remarks. It is a statement entitled "Cross-Cultural Contributions of a Worldwide Industry" written by Dr. R.W. Young and published in Polaroid Corporation's Annual Report.

> "The nature of the Polaroid instant picture process is central to our company's awareness and development of the potential for cross-cultural contributions. In the first place, visual images by definition overcome most culturally intrinsic barriers to communication. A photograph is immediately and universally understood. The significance of the Polaroid process goes beyond this universal aspect of the end-image,

> however. The instant image and simplification of picture-taking procedures transform photography into a new kind of medium.
>
> Nowhere is this transformation more evident than in the realm of personal photography. The photograph becomes an integral part of the act of perception; on a person-to-person level, picture-taking becomes a shared event, the photograph itself a shared image. In allowing this new personal and visual relationship between photographer and subject, our one-step photographic systems make a vitally new medium of expression available to people around the world, regardless of their cultural differences.
>
> The task of meeting the universal need for this new medium predisposes us to attempt a bridging of cultural barriers. We find to our delight that by initiating the process of cultural exchange, we as individuals and as an organization benefit in turn from the contribution of other cultures to the broadening of our own horizons."[1]
>
> "Polaroid's various spheres of international involvement together show that the unifying organizational structure of a worldwide industry can provide channels for the movement of cultural resources across national boundaries. We have found that this cross-fertilization process -- whether in the form of personal interactions, free exchange of ideas and operating styles, or shared artistic expressions -- inevitably has three essential elements.
>
> The first element is the cultivation of individuality; the second element involves convergence of culture-specific resources through practical mechanisms of exchange, and the third element consists of supplying the means for effective diffusion of cultural resources into the worldwide community. Further, when the new perspectives and skills gained through cross-fertilization are transposed back to individual cultural settings, they generate new individual developments, thus beginning the cycle again for a spiraling, multiplying effect.
>
> Polaroid's cross-cultural contributions are not merely supplementary to necessary business pursuits, but rather underpin and reinforce them. Beyond these commercial benefits, however, do worldwide industries not have a duty to assume the cultural responsibilities implicit in sharing a world which with the very expansion of industry grows smaller and smaller?"[2]

Dr. Young's comments are particularly relevant because he, as Executive Vice President of the Corporation and as Director of Worldwide Photographic Marketing activities, has a profound effect upon the nature of Polaroid's international business transactions. I believe that Dr. Young's comments should be read as an idealization toward which we continually strive; we are delighted on those occasions when it is achieved.

Several of Dr. Young's ideas are particularly interesting: he distinguishes between cultural "accommodation" and cultural "exchange." He uses the personal photograph as a metaphor to describe the interchange between photographer and subject and illustrates the use of the shared image to support the act of perception. He distinguishes between participatory and domineering approaches to international transactions. He also emphasizes the value of technical contributions and of industrial exchanges as media of international communications and international relations.

3. Cross-Cultural Dimensions of a Worldwide Industry — Continuing the discussion of the Polaroid Corporation as outlined, I want to note that, of course, the primary interest is to derive financial profit from worldwide operations. We realize that a necessary prerequisite for achieving long-run profits is a healthy organization which responds to the urgencies and needs of each of our many operating companies within and outside the U.S. As a consumer-product/marketing organization, we are especially sensitive to the unique demands of each marketplace. This, perhaps more than any other criterion, demands our awareness of the cultural relevance and consumer awareness level pertaining to our products. A product's features must be described as relevant to local consumer needs and need satisfactions. Our brand names, packaging, advertising, and sales promotions must be attuned to local tastes.

A final operating premise that deserves mention is our worldwide consolidation practices. Ultimately, our business activities are denominated in terms of U.S. dollars and our business practices are described in English language terms.

4. Personal Background — A few comments about my own role in the organization might also be useful. I have been active in the formulation of our international personnel policy and procedures, including those which govern the intricacies of relocation of individuals and families between overseas locations and I have experienced many overseas visits to our diverse operations. I also lived in Amsterdam with my family on a three-year assignment. Thus, I have seen directly and indirectly many of the communication aspects of an international business.

MANAGEMENT AND FOREIGN LANGUAGES

We expect that the management of our overseas operations will be controlled by citizens of each country. They will be native speakers of their country's language. In addition, we expect those top managers to be fluent in English and to use English in international transactions.

With very few exceptions, the first language of the managers in our Cambridge office is English and they also deal with our overseas managers in English. Some of them have considerable facility in one or more foreign languages and may use that facility in representing corporate interests in foreign countries. In a few instances, our headquarters managers have sufficient foreign language fluency to be able to transact business with third parties, but this is rare. We value such a skill highly when it is present but we do not consider it a prerequisite to obtaining a headquarters management position.

In our organization, we need people who are proficient in business skills (marketing, finance, or engineering); we do not employ International Relations specialists. We do employ people who are conversant with a business specialty and with no capability in a foreign language; to the extent that our managers increase their fluency in foreign languages, their value to our organization increases considerably. Conversely, we would not employ people who are specialists in languages but do not offer functional business skills. There are few exceptions to this generalization; our Education Department would hire a few people to assist in foreign language instruction and in cross-cultural orientation training, but even that group is inclined to use part-time consultants. In summary, at Polaroid we have concluded that it is easier to teach languages to businessmen and women than to teach business to linguists. However, we presume language fluency in each foreign location because we work through native language speakers in each location.

I would like to close with a challenge for those who would increase foreign language facility in the business community: They need to show how business can profit in direct and visible ways through the use of foreign languages. I think that it is less useful to focus on the presumed intercultural naiveté of business managers since most of them are somehow successful without foreign language skills.

FOOTNOTES

1. Young, R.W. "Cross Cultural Contributions of a Worldwide Industry." Polaroid Corporation Annual Report. Cambridge, Mass., 1977, p. 26.

2. Ibid., p. 29.

BUSINESS STUDENTS AND SECOND LANGUAGE TRAINING: GERMAN FOR BUSINESS

Ross D. Hall

Of the programs in Business German now emerging in many institutions, most are targeted at the intermediate or advanced levels, by which point students have developed basic speaking and writing competence and have received a thorough grounding in grammar. These courses in Business German can then essentially dispense with English in the classroom and draw on materials used for business training in Germany, and on actual forms and documentations used in transactions by German, U.S., or multinational firms. The intent is thus to produce functional users of spoken and written German for typical business activities. Another reason for introducing Business German at an advanced level is the dearth of elementary-level materials with which to combine the study of business and the German language.

Northeastern departed from custom by introducing an elementary-level Business German course. The challenge in introducing the course was not to overcome disciplinary hostility or to retread language students for non-teaching careers, but rather to reach those who were not and would not otherwise become language students, but who could benefit from ancillary training complementary to their primary curriculum in the Business School. Northeastern did not market a magic ingredient guaranteeing instant success in German, but wanted to provide a means for students to develop a desirable additional credential for preprofessional and professional use. It was also felt that at Northeastern, few business students would be willing to commit three or four quarters of precious elective time to taking standard German in anticipation of the Business German course. Hence the rather heretical decision to begin the business course at the elementary level.

The new course was developed to allow significant application of competence within a relatively short period of time -- perhaps not a very realistic consideration, but one which it was felt would be applied by students as a criterion for registering in the first place. The immediate career-related objective was to enable undergraduates who completed two quarters of study to apply their new second-language skills during cooperative (work experience) education placements in the United States.

Let me elaborate somewhat on this. For generations our profession has held out to students the prospect -- if not the assurance -- of being able to implement the acquired second language for reading or communicative purposes in this country and abroad. The majority of students have been unable to do so, whether through insufficient exposure to the target language, early termination of study (usually after one or two years), lack of meaningful opportunities for its use, or indifferent learning behavior. Consequently, to tell a student, "Learn our language and get a better job," or, "Learn our language and negotiate with foreign counterparts without using their interpreters" is to run the risk of selling snake oil.

In this case, however, it was felt that it was worth attempting to satisfy the students' wish for rapidly applicable expertise, provided that a correspondingly realistic set of course goals could be set for this purpose. What could be taught in six months that could be used by students on assignment in Germany and yet serve as a basis for ongoing study? The crucial answer came from Northeastern's Cooperative Education staff, whose employer contacts clearly placed highest priority on reading competence for their student trainees. Speaking skills, on the other hand, would not be as needed in the work positions offered to Northeastern's Cooperative Education students by U.S. firms doing business with German counterparts, by multinational corporations whose operations included German-speaking countries, or by some of the more than 1,000 German firms with branches or daughter companies in this country. Thus it was necessary for our introductory Business German course to depart in a number of ways from the standard general-purpose or literature-oriented elementary foreign language course if it was to appeal to the business student on its own terms and develop language competence relevant to the needs of employers.

COURSE DESIGN

The design and development of the Business German course centered on the following features, which will be discussed in turn:

1. Realignment of target skill priorities focusing on "active" inferential reading of general German business texts, phonetically accurate sight reading, and listening comprehension.

2. Emphasis upon German commercial, economic, and political vocabulary, exploiting recognition of international and Germanic cognate words.

3. Context-based deciphering and discussion of texts in English, drawing on the case-method procedure of business study. Emphasis upon grammar as a comprehension aid.

4. Weekly readings in English, supplemented by the regular distribution of current media reports, concentrating on commercial, economic and political conditions in the German states.

5. Development of professional-grade writing skills through detailed summaries

in English of the above-mentioned readings.

1. Target Skills

In addition to stressing inferential reading of general German business texts, phonetically accurate sight reading and listening comprehension were also included. Spontaneous speaking and writing were thus not involved, but the very activity of oral and written citation helped develop both accurate spelling habits and a phonetic control superior to that usually attained in the traditional beginning course.

The target skill priorities precluded use of the standard four-skills or conversation-based teaching materials, and due to the lack of elementary-level business German textbooks already on the market, the course text selected was a reading-based program, developed initially by the Goethe Institute in Rome and adapted by the Business German program at the University of Massachusetts at Amherst which has become so popular that it now numbers over 120 students. The book's sequence of a reading phase (six chapters) followed by a listening section (chapters 7-9), and finally, speaking and writing exercises (chapters 10-15) suited the purposes of the course, and its loose-leaf format allowed the insertion of additional chapters and worksheets dealing specifically with business and economic topics.

During two academic quarters, ten of the fifteen chapters will be covered, with a significant number of chapters interspersed. It is interesting that current thinking in Applied Linguistics also supports the sequence of initial language familiarization through reading, followed by a transfer to speaking when a certain stage of general familiarity has been reached and a sense of the language has been developed. This avoids the need for time-consuming and largely artificial speaking drills in advance of meaningful speaking activity.

2. Vocabulary Emphasis

Emphasis upon German commercial, economic, and political vocabulary was assured through additional texts developed to supplement the social and political basis of the book. The materials were taken, with very minor alterations, from serial publications of general interest to the German business community: Deutschland-Nachrichten (German Information Center, New York), Amerika-Handel, "Kurzbrief aus USA" (German-American Chamber of Commerce), Wirtschaftsdienst (Verlag, Weltarchiv, Hamburg) and German government reports of various kinds, plus occasional newspaper articles. The use of such sources allowed the course to include the desired vocabulary range intended for the German reader, while introducing tables of contents, graphs, listings in progressively more complex formats. Furthermore, topics of current interest to the German business community could be represented: the search for stable energy and raw material sources, the developing trade with the PRC, the concern over rising Japanese exports to Germany and the EEC, labor practices, and others. Together these sources provided ample material with which to develop student knowledge of the commercial and economic vocabulary, while building up their preliminary awareness of some of the general attitudes and concerns present in the German business community.

Since this was to be a course in Business German and not German Business, the course avoided in-depth studies of corporate structures or specific business practices, and thus steered clear of premature entanglements with low-frequency specialized lexical items. At the same time, it emphasized the saliency and ready recognition of Germanic cognates, but particularly Greco-Roman forms (including prefixes and suffixes) in the German business vocabulary.

3. Deciphering of Texts

The subject matter of the course, as well as its methodology, is similar to those used in the Business courses. This has an important psychological benefit: the Business students do not regard themselves as typical "language buffs" and they are concerned about the methodology and the possible presence of language students in the course.

This concern was addressed by adopting a methodology based on inferential comprehension strategies using unedited or minimally edited texts, on the basis of which both lexical and grammatical knowledge were built up. This procedure was developed over the past decade by Ms. Lore Armaleo-Popper of the Goethe Institute in Rome for students whose interest in the language was professional, rather than linguistic. Each text was handled in three phases:

a. Reading the unprepared text aloud, followed by inferential deciphering, using selected preglossed words whose meanings students could not be expected to know. Other major inference sources were regularly exploited:

  - a developing impression of the text's basic topic from the first scan on
  - cues provided by format and layout
  - lexical recognition - i.e., of the "international vocabulary"

(Produktion, industrialisieren, Investitionspolitik, Industriemaschinen, etc.); English cognates (weltweit, Inland, Marktplatz, Ubersee) and combinations (vollautomatisiert, Exportwaren, Handelspolitik, Zahlungsbilanz)

- students' knowledge of German to date, plus intuitive knowledge of the logical structural relationships of closely related languages
- prior knowledge of general business practices from the weekly periodical readings and other business coursework

This inferential method, in which recognizable items are used to activate prior relevant knowledge and thereby induce the unknown elements of vocabulary, content, and grammar with growing precision, involves no new habit formation or skill development. It is in fact the extension of evaluative, analytical, and conjectural strategies we all use when we first encounter unfamiliar materials -- i.e., we draw on whatever we already know, add it to what we can initially recognize, and gradually arrive at our comprehension goal, generally without using a dictionary or other references due to practical pressure of time. Even when specific words or sentences are not yet known, their apparent function in the text can often be recognized: a dependent clause representing a cause or consequence, or a colon signaling details of a general point already made. Reference sources are not used in this method; final meanings come from the instructor.

Our basic premise was that a Cooperative Education trainee or employee might find a German business report or other document on his or her desk requiring fairly rapid action, particularly if the manager or supervisor should need a memo on its contents in time for a three o'clock meeting. This allows no time for looking up each questionable or unfamiliar word and then figuring out how all the meanings interrelate. The inferential procedure is not an exercise in random guessing; the deciphering process is guided by questions from the instructor; progressively accurate inferential skill develops as the students learn to trust their reactions to what they see and understand.

In a partial reference to the case-method instruction of many business courses, the students may expect to be called on to justify each inference they make, and a typical response may take the following form:

"Well, so far the passage has been about natural

> resources in China, and the words 'Interesse der Bundesrepublik' in this sentence suggest that Germany is thinking about these resources. Also, it's a genitive phrase and we know from our last outside reading assignment that Germany is now very concerned with securing stable and reliable energy and raw material sources, since it has next to none of its own."

I submit that reasoning of this scope is very much in keeping with the kind of thinking that our business students are expected to develop. It certainly is different from what goes on in our general-purpose language classes.

This initial active deciphering stage is not anticipated by a preparation assignment, as this would vitiate the experience of making sense of a text in an unforeseen encounter. As soon as the meaning of a text has been inferred under the instructor's guidance, he/she then supplies an authoritative oral translation as students enter the English meanings in the vocabulary section of the chapter -- not in the text itself. Phase one closes with a second reading of the text by the instructor. Extended discussion of content is deferred to the second and third days allotted to each text.

b. Phase Two involves the largely inferential learning of new grammar, guided by short, leading questions by the instructor and using the now-evident meanings as an additional basis for comprehension. Frequently, the logical relationship between sentence components will have been correctly grasped, as with conjunctions and adverbs indicating consequence, causality, ability, etc., or in a sentence such as, "Grosse Firmen übernehmen die kleinen, und noch grössere übernehmen diese" (large firms take over the small ones, and even larger ones [take over] these), where the presence of a comparative adjective appears all but dictated from the context. The structural principle can often be inferred by the class, and the instructor again supplies authoritative confirmation.

The grammar emphasis is placed upon recognition, not reproduction of paradigms or analysis of formally descriptive structural statements. This is a more familiar heresy shared with many elementary reading courses, for which the goal is to accurately recognize the various manifestations of the morphological and syntactic structures in those instances in which their discrete perception is semantically important. Undue emphasis on structure is avoided by concentrating on only those aspects that figure, often crucially, in accurate content perception. As a result of such selectivity, most of the basic structures have been encountered before the end of the first five texts; from this point on, structural familiarity builds with the successive frequent encounters with fresh texts (at three meetings per text).

To encourage rapid vocabulary buildup through lexical association, emphasis was placed on derivational relationships within or between parts of speech. Grammatical priorities for the deciphering stage (Phase One) are also developed at this point: nouns before verbs or adjectives, as is early recognition of syntactic units, e.g., "minimal sentences" (subject/verb/object), possessive phrases, relative clauses, extended modifier constructions, etc. Interesting rules of thumb emerged: "When you see a pair of nouns and the article or adjective between them ends in -es or -er, you know that you probably have a genitive (i.e., possessive) construction," and these were valuable in the rapid initial scan of the syntactic organization of the sentence.

c. The final major phase of the procedure is the worksheet, assigned as homework after the main text has been deciphered and its grammar clarified. This typically includes a further short sight passage followed by context questions in English relating to both, practice with derivational relationships, citation of representative syntactic constructions from the text (e.g., those mentioned above) and a complete written translation of the text.

Inferential exercises were often included in the worksheets and on tests, in which the apparent general meaning of a verb was to be guessed from the sentence context. Additional worksheets are used for at-home practice with syntactic recognization. An additional inferential exercise using the "Deutschland-Nachrichten" applied these skills to a text as teams of five students each worked on a fresh topical passage of roughly ten lines and filled out a worksheet, the findings reported by a team spokesperson once the exercise time limit had been reached. This collective activity allowed students to mutually reinforce structural awareness and inferential skills as they discussed and agreed on the best rendering of the text and completion of the worksheet.

It also allowed regular coverage of topical texts in the ongoing class activities.

4. Outside Readings

While the inclusion of current-interest language texts allowed students to become informed about the attitudes and concerns of the German business community, the course also took into account the danger in linking the informational input exclusively with the students' still-embryonic grasp of the language -- a pitfall of the standard elementary foreign-language course in which the student comes away with only a smattering of both the language and its greater contexts, all too frequently feeling that a certain critical mass of information has not been included. To compensate for the restrictions posed by the language of technical expertise and time, a sequence of weekly readings was assigned in English of current articles from major business periodicals, for which detailed written summaries of one or two pages were required. Focus was placed successively upon the political and economic position of the Federal Republic within the Western Alliance; its most recent economic history, economic geography, and matters of current interest to the German business community.

These readings were not keyed to the textbook, but familiarized students with major business periodicals and gradually built up a body of general information that could be discussed in class and could be applied to the students' other business courses. Regular informal distribution of the German Business Weekly, plus newspaper clippings, added to the perspective gained from the longer articles.

5. Writing Skills

The component of readings with summaries was another heretical feature of the course, compelling the students to spend substantial amounts of study time uninvolved with the language they were supposed to be learning. But the College of Business Administration welcomed this activity for its contribution to developing the reading, analytical, and professional grade writing skills of its students. It also familiarized them with international information sources and increased their global awareness. The readings thus became a major component of the course and helped establish a basis of background information which the students could call on in initially deciphering a new German text or in discussing the ramifications of prior ones. In fact, the reading activity complemented the essential classroom procedure of inference, restatement and analysis of readings.

CONCLUSIONS

The future development of the Business German courses will depend largely on the type and extent of pre-professional language training with which we choose to equip our students. While the present two-course sequence may suffice for short-range goals, the improving prospects for traineeships and continued coursework abroad indicates that the skill coverage should now be extended to include increasingly sophisticated speaking and writing activities, along with further development in vocabulary and factual knowledge. Topical coverage should focus increasingly upon German business and management practices, major firms and their products, marketing conditions, business use of the media, management structures and labor relations, foreign investment, money and banking, business correspondence, to name but a few areas. Regular readings in German would be assigned and members of the international business community invited to share their experiences with the students.

Without encroaching on the domain of the business curriculum itself, it might be appropriate to include case-study materials in the later courses, in which both German and English-language sources could be utilized. There are good prospects for helping to meet the growing need for international awareness among our business graduates who will be entering a business community as yet largely tied to a domestic orientation, but nonetheless facing a shortage of native-born personnel possessing the language qualifications suitable for effective functioning in increasingly international contexts.

Given the low corporate use of international academic resources available in the country's universities, the development of courses of this type will help to enhance the delivery capacity of those U.S. business schools responsive to the growing involvement of the U.S. business community with other countries.

FRENCH FOR AGRICULTURAL SPECIALISTS IN INTERNATIONAL PROGRAMS

Nicole Fouletier-Smith

The word agriculture has taken on so many meanings that a new word, "agribusiness," was needed to refer specifically to agriculture as a business. Indeed, agriculture is a very big business as evidenced by the following figures. According to the U.S. Department of Agriculture, the Council of Economic Advisers, and United Nations official reports, agriculture is the number one industry in this nation, with assets of more than ninety-two billion dollars. Agriculture is also the number one employer with a work force of over fifteen million people. It is considered our best inflation fighter since its productivity growth was five times greater than that of the non-farm sector over the past five years. Finally -- and this information is particularly relevant to this presentation -- agriculture is also the number one exporter in the nation, with exports of forty billion dollars in 1980. One out of eight jobs in American industry and one out of five in American agriculture depend on international trade.

In such a context, it comes as no surprise that a title XII strengthening grant from the Agency for International Development (AID) has been made available to several universities with agriculture programs. Each five-year grant provides funding for:

1. international research, and
2. training of agricultural specialists in order to meet the needs of developing countries.

Part of this training must include foreign language courses, since the main objective of this grant is to share expertise across national, cultural, and linguistic barriers.

In the Fall of 1979, the Dean of International Programs of the Institute for Agricultural and Natural Resources (IANR) approached the Modern Languages Department of the University of Nebraska-Lincoln concerning the possibility of foreign language training for its specialists. Because the Institute was at that time involved in Morocco with other possible programs in Francophone Africa, French was chosen for a pilot experiment.

To the Department, this new clientele of professionals was indeed very different from the traditional college-age students who enroll in foreign language classes to satisfy a graduation requirement. This new group of students was certainly more motivated to learn French, but they were also very busy and already involved professionally. We, therefore, had a very urgent and real need to devise a type of language instruction which would provide a greater communicative ability in a shorter time than traditional methods afford. Since the French section of the Department had just implemented the Dartmouth Intensive Language Method (DILM) on our campus (with an IMPACT grant from the Exxon Foundation), it was felt that the DILM methodology could offer what seemed to be almost a custom-tailored response to the demands of our colleagues in agriculture.

First of all, the course had to clearly emphasize the acquisition of communicative skills (speaking and listening) and the development of cultural awareness, two elements which are of the utmost importance for someone who expects not only to travel, but to work abroad. Also, particular attention was to be paid to the need for vastly reducing homework -- a necessity for professionals whose already full schedules are made even heavier by regular class attendance. Last, but not least, since our clientele consisted of scientists who expect to be able to measure their achievements, clearly-defined and realistic criteria had to be designed to accurately measure the levels of proficiency achieved. The DILM was offering a model incorporating many of the desired features, and this was not very surprising: Professor John Rassias, originator of the method, developed his methodology originally in order to train Peace Corps volunteers bound for French-speaking Africa, an objective very close to those of our new students.

Before describing in detail the features of the method, allow me to more precisely define the contents of the course in order to clarify the title of this paper. "French for Agricultural Specialists in International Programs" is not "une langue de spécialité," a special jargon, or an off-brand of French, made up of highly technical vocabulary. The main objective of the course is to prepare students to communicate freely with a French speaker who may be found anywhere in the world. Therefore, the course concentrates on imparting to the soil pollution specialist, the entomologist, the veterinarian, the agricultural economist, and the engineer enrolled in the French program a common base "adequate for simple social conversation and routine job-related needs." For those of you familiar with the Foreign Service Institute proficiency levels, this means approximately level 2S.

It is felt that with this core curriculum learners will be well equipped to master quickly onsite the technical vocabulary and expressions necessary to their specialty. In order for this view not to seem overly optimistic, perhaps it is necessary that one be reminded that, in the case of teaching such highly-trained professionals, the instructor does not deal with a case of "tabula rasa." Rather, these students are individual experts in their fields and already familiar with a great amount of technical terminology used internationally. They will have little difficulty actualizing this enormous passive knowledge after having received initial syntactic and phonetic training, if they have also received a good dose of self-confidence, along with their linguistic training. Building this confidence is indeed all the more necessary when instructing professionals; they are successful in their fields, but they tend to feel awkward and insecure in a beginning foreign language class. Before learning can take place, these inhibitions must be reduced. But how can one deal effectively with these inhibitions which so seriously hinder communication, and may even completely prevent it? There are two remedies: expressing a greater sensitivity to the difficulties facing the adult learners, and finding an antidote!

Teaching French to successful professionals is indeed a task made more difficult because these students bring to class intellectual habits to which they hold closely since they have worked well for them in acquiring knowledge previously. These students are more used to and willing to process and classify information than eager to absorb information which they cannot decode according to their system of thought. Such students are also reluctant to perform unless they can perform well. Therefore, it is necessary to explain that new study habits have to be developed. Drill work will be accepted more readily if foreign language learners are told that by repeating utterances, one can quadruple the efficiency of one's memory.

> Reading silently the learner will only use his visual memory. By reading out loud, or repeating, he will also add motor memory and this will at least quadruple his efficiency, because it is by far the most efficient memory of all (motor memory, we may recall, is the memory of what to do with our muscles. Proof of its efficiency is the fact that nobody forgets to ride a bicycle even though he may have had a terrible time learning it in the first place.)[1]

It has been said that among the reasons why a child learns a foreign language faster than an adult is often because other children are merciless toward their little friend who mispronounces or misuses a word. On the other hand, correcting adults, when those adults have attained a high achievement level, must be done very diplomatically. Choral repetitions are an instructor's best tool; they also become more efficient when preceded by the rule (or lack of rule) clearly and calmly restated.

In addition to these examples of greater sensitivity on the part of the instructor, there is an antidote to the many inhibitions: enthusiasm! Enthusiasm indeed facilitates communication. Drawing from this discovery made long ago, the DILM presents an original contribution: it offers to the instructor a precise and elaborate choreography through which to channel and master this enthusiasm.

The "gestures" of enthusiasm are the following:

- Moving rapidly among (and not only in front of) the students, the instructor models an utterance at least twice and signals for choral repetition with a wide gesture.

- For individual drilling, it is the voice-snap-point-look routine which happens on 3 levels: eye-level with the students, teacher and learner are equal; below eye level, teacher is begging; above eye level, teacher assumes his/her role as an authority figure.

The advantages of this choreography are numerous. First of all, the energy demonstrated by the instructor is contagious: it shows clearly to the students how much their instructor is involved in the instruction. Also, the signals are crystal-clear and always stay the same: they are foreseeable, expected, and therefore, non-threatening. However, they do succeed in introducing enough suspense into the drill routine to sustain the interest of all students. Since the pace is so fast, there are no longer embarrassing silences, should a person be unable to answer; calling quickly on another student, the instructor will either obtain an answer or will model it, calling for a choral repetition before returning to the first student.

The finger snapping and pointing,which could be perceived as a threatening, accusing gesture, is more like an invitation to speak; on the one hand, it is very quick, and on the other hand, the accompanying facial expression is always encouraging. Finally, because the instructor moves fairly close to the students and encourages them to participate, often with a gentle touch of the hand, the class realizes quickly that it is a friendly routine and not a war dance.

Even with a routine so carefully and lively choreographed, boredom might still creep into the classroom. Fatigue is also a factor to be considered when fitting a two-hour class into the middle of a day which has already taken its toll in problems and frustrations. For this reason, planned interruptions must be part of the methodology used to teach foreign languages to adults. "Be totally prepared to be totally spontaneous" is a principle central to the Rassias philosophy of teaching and vital to the success of a program such as the one described here.

While relieving fatigue or boredom, quick interruptions are also a manner of breaking away from the safety of very structured instruction and forcing the students to react with a certain degree of spontaneity. This type of exercise is particularly useful when students are trained with the perspective of working abroad in an environment in which they may have only little control.

No matter how lively the class or how interesting the class presentation, one would continue to assume that students have to plow through a fair amount of homework alone at home. But in the case of busy professionals, there is little room for homework in their already full schedules. As a corollary, they feel very guilty because they are not used to coming to meetings unprepared. If these feelings of guilt and discouragement are not alleviated, the adult learner will usually drop out.

The approach to this problem is to restructure class time completely. When new material has been introduced, students in a regular class are given only preliminary practice in most cases. They must complete the exercises at home or in the laboratory. With professionals, whose time commitment cannot be as extensive as desired, it is essential that such practice be abandoned and all work be done in class. So while both the presentation and verification of material continue to be the instructor's responsibility, this responsibility now also extends to the learning phase. If this phase is skipped or even shortened, students will be discouraged by their poor performance.

In the original DILM model implemented at Dartmouth College, there are both a master teacher and a drill instructor. Liking this idea, but being alone to instruct the agriculture specialists, I decided that I could play both roles if I clearly indicated who I was at any given time.

For example, when presenting new material, the master teacher stays closer to the board and addresses the class as a group, whereas the drill instructor moves closer to the students -- in fact, goes among them. In order to demonstrate clearly that once a principle has been understood and an intellectual effort has been made, it is then time for physical labor (i.e., it is time to exercise the muscles in which motor memory will be stored), I like to start the drilling exercises with a ritual gesture meaning, "Go to work!" Sometimes I roll up my sleeves, loosen my collar, in order to dramatize the beginning of this new phase. When a student leaves the classroom after such a workout, there is little need for extra homework. Ample opportunity for review is provided throughout the next class sessions to verify that the material has been assimilated and can now be used to communicate more freely and creatively.

Such a restructuring of class activities may seem terribly time consuming at first, but it is greatly facilitated by the use of choreography and drama which enormously speed up all phases of instruction. The instructor has also re-prioritized the material to be learned. Working with professionals whose goal is to reach functional proficiency as quickly and efficiently as possible, it is of utmost importance to clearly define for them the criteria for such functional proficiency.

This task has been done in great part for the instructor using John Rassias's text Départ - Arrivée.[2] The book has been devised to follow as methodically as possible the criteria established for speaking by the Foreign Service Institute. Of course, these criteria are to be explained to students and so are the levels of proficiency they refer to. Very often, successful professionals expect to master new language skills as completely as their technical skills. For them, proficiency in a language is understood to be nothing short of native proficiency! It is evident that such a goal is completely unrealistic. It greatly relieves fears of failure and clears misconceptions if these students know that even when reaching the coveted level 2, the pronunciation is normally still characterized as "usually foreign, but rarely unintelligible" and that one is "often foreed to silence by limitations of grammar and vocabulary" and "usually cannot follow conversations between native speakers."[3]

Testing must then reflect the goal of the course: attaining functional proficiency. Since the emphasis is on speaking, the testing takes the form of an individual interview with the instructor in the manner recommended by the FSI. This is a very objective procedure since it measures exactly what has been mastered by the student and to what percentage. There is no penalty for not succeeding; in fact, the interview stops if it becomes clearly evident that the student is not ready. In all cases, a diagnosis is given to the student with a clearly-worded prescription. For example, a student may understand the past tense of verbs used in the questioning, but not manipulate the forms with ease and accuracy. Supplementary drills done with a cassette recording may then be assigned, and this particular student can expect to be quizzed often in class on this grammar part. It is true that the interview is a lengthier procedure than a fill-in-the-blanks type of quiz, but it is not repeated daily and when working with such a restricted audience as agricultural specialists in international programs, it is quite manageable.

Besides receiving linguistic training, the specialists who will work in Francophone countries also expect to receive some cultural training. They are very aware that, while many activities will be conducted in professional settings, social contacts will be frequent and important. Therefore, the whole environment of the spoken word, conscious or unconscious, must be taken into consideration. Non-verbal signs, gestures, intonation, and motions are of great informational value to the person receiving them. Body language represents an important part of the communication process. L. Wylie's book Beaux Gestes, A Guide to French Body Talk[4] and its many excellent photographs have shown the importance of body language in foreign language instruction. Although these gestures are not always beaux or even quite proper, it is essential that students can identify their meaning. The most effective way to explain them is to use them throughout the class period whenever they happen to be in the proper context.

Cultural training can also be given more formally. I have borrowed from the Rassias text the idea of the "micrologue," a minute-long talk on a subject of cultural interest which is to be retold by the students in their own words, thus proving how well the information has been assimilated.

Finally, culture is linked not only to the intellect, but also to the emotions, so it is essential to also bring emotions into the classroom. Only by bringing joy, laughter, expectation, and even anger into the classroom will foreign language training become an authentic experience which will be useful, rewarding, and culturally enriching.

By adopting the DILM to teach foreign languages to professionals, such as agriculture specialists, the pilot experiment which took place at the University of Nebraska yielded the following results:

1. The dropout rate was extremely low, contrary to all predictions. Students felt good about their efforts to learn because they found themselves in a very supportive atmosphere. They did not get bored because of the fast pace of instruction and the dramatic manner in which it was presented;

2. The success of the pilot project in French prompted the Dean for International Programs to organize two Spanish classes during the academic year;

3. An intensive total immersion workshop in French is to be held during the month of May. Some members of the State of Nebraska Agriculture Department are scheduled to join the group of professors from the University of Nebraska-Lincoln.

Although these results are quite encouraging indeed, the task is far from completed. After identifying and adopting a methodology which fits the goal of imparting functional proficiency as fast as possible, more needs to be done as far as content of the course is concerned. It would be helpful to precisely pinpoint the common needs of agriculture specialists and present a lexicon as useful to the parasite specialist as to the agricultural economist! Materials published by the Peace Corps can provide some help in this area. A bit of experimenting also needs to be done in order to see how individuals can best be helped to acquire the highly technical terms of their profession. The

Lozanov method of instruction, for example, claims to yield encouraging results in facilitating memorization and retention of such vocabulary.

In conclusion, a final remark must be made on the success encountered when the methodology outlined here is used to teach language to professionals: it is a method which effectively bridges the gap usually, and too often, found between linguistic ability and communicative proficiency. The fast and enthusiastic pace of instruction, the planned interruptions, the dramatization of class presentations, all of these elements contribute to create an atmosphere which not only encourages learning, but also, and foremost, encourages the entire process of communication.

FOOTNOTES

1. Moulton, A. A Linguistic Guide to Language Learning, second edition. New York: Modern Language Association, 1970, p. 15.

2. Rassias, John. Départ-Arrivée. New York: Harper & Row, 1980.

3. Rassias, John. Instructor's Manual to Accompany Départ-Arrivée. New York: Harper & Row, 1980, p. 45.

4. Wylie, L. Beaux Gestes, A Guide to French Body Talk. Cambridge: The Undergraduate Press, 1977.

PART III

FOREIGN LANGUAGES AND HUMAN SERVICES

WHY SHOULD HUMAN SERVICE WORKERS LEARN SPANISH?

George W. Ross

The Hispanic who comes to a human service professional comes to find solutions to specific needs, be they social, economic, health-related, educational, or psychological. The means by which the Hispanic can most effectively make her/his needs known is through language -- and that language is almost always Spanish.

If the human service professional does not know Spanish, their communication is similar to that of a mother approaching a crying week-old infant: she has to guess what is wrong, what is needed, what will be acceptable, what will stop the crying. With an infant, there are usually only a few things that might cause the discomfort; with the adult Hispanic, the array of possible needs is greater and the ensuing complications much more complex.

Just as the infant will one day learn to speak, and thus be able to ask for what he/she needs, so the Hispanic who seeks services will one day learn English. In the meantime, needs will not wait until English language skills are developed. The responsible human service professional will want to meet the Hispanic's needs as soon as possible with the highest level of efficiency.

Responsible, after all, means "ability to respond." How can a human service worker respond if he/she does not understand the language in which the client is expressing needs? Would a pediatrician demand that a baby speak fluent, accurate English before attending to its needs? Would a computer programmer expect the client to know and use his highly technical language before designing a program to meet the needs of a company? Likewise, should an English-speaking human service professional who works with Hispanics expect his/her clients to speak and understand English before meeting their needs? I believe the answer to all of these questions is a definitive no.

I have chosen to discuss five reasons why it is important for people working with Hispanics in a social service setting to learn Spanish:

1. Every culture represents, indeed personifies, a particular frame of reference. By frame of reference, I mean the way an individual sees, perceives, feels about and acts upon the world. As Ruth Benedict, the anthropologist, has said, "Culture is personality writ large." For example,

each of the following words encompass a particular frame of reference for the Spanish-speaking person: respeto, confianza, compadrazco. Likewise, their English equivalents, respect, trust, and advocacy, encompass a particular frame of reference for the English-speaking person. It is extremely important to note that these frames of reference are distinct and different in almost every detail and aspect.

2. The language of a culture articulates the frame of reference of the people whose language it is by means of its structure, function, and content. By structure, I mean such aspects as active or passive voice, familiar or formal address, affective or logical sequencing; by function, I mean the explicitly intended and expected effect of the utterance on the listener, such as conformity, rebelliousness, distancing, or intimacy; by content, I mean the effect of the messages sent out by the speaker -- at the personal, social, psychological, and/or existential level.

   For example, when the Hispanic says to the human service worker, "Sabe que para lograr algo se necesita un padrino" (literally, "You know that for something to be achieved, a godfather is needed"), the speaker expects the human service professional to agree with the frame of reference proffered here ("You know"). The structure is passive and invites the human service professional to become the client's padrino; the function of the utterance is to show the client's place in the social hierarchy -- a needful child in search of a padrino; and the content is personal ("this is my view of the world"), social ("the world is not complete without a padrino"), psychological ("I need someone to take care of me"), and existential ("my position here is basically a passive one"). Thus the frame of reference here might be stated as: "Unless or until I have someone to take care of me, I will not be successful."

3. Members of any culture are not generally consciously aware of the assumptions of their own culture. Having learned the language they have, however, internalized assumptions in the culture.

   For example, when the American says, "If at first you don't succeed, try, try again," the cultural assumption is that by persisting in one's attempts to accomplish something, the chances of succeeding are enhanced. Just as when the Hispanic says, "Cada cabeza es un mundo" (literally "Each head is a world"), the cultural assumption is that you are your head and you cannot fully understand any other human being nor can any other human being fully understand you.

4. Just as a movie is never the novel it re-interprets, so no language can ever adequately interpret the unarticulated or subliminal language of

another language and culture.

For example, a typical conversation between a Spanish-speaking client and a Spanish-speaking social worker might go like this:

Client:	"Se me perdió el cheque."	"The check got lost."
Worker:	"¡Qué lástima! ¡Lo siento mucho! ¡Pobrecita!"	"What a pity! I feel it a loss myself! Poor you!"
Client:	"¿Qué voy a hacer?"	"What am I to do?"

The social worker now responds by telling the client what to do. The transaction has served the purpose of the client, that of establishing a parent-child relationship.

The following is what often happens when both client and social worker are conversing in English, but each is speaking from his/her own set of cultural assumptions and frames of reference:

Client: "The check...lost."
Worker: "You lost the check!?"
Client: "Who knows?"
Worker: "You mean you don't know?"
Client: "I can't find it."
Worker: "Did you report it?"
Client: "No. I didn't have it."

The dialogue seems to get nowhere, as both the client and the social worker are intent on getting the other to accept his interpretation of reality. For the client, the task is to get into a parent-child relationship; for the social worker, the task is to get into an adult-adult relationship -- just the facts, please!

5. One is not truly communicating with another person unless both speak the same language. This does not mean that the Anglo human service professional must speak Spanish perfectly in order to deal with the Hispanic client. What it does mean is that he/she must continually be aware of the assumptions in his/her own culture and language and be willing to learn the important assumptions contained in Hispanic culture and the Spanish language.

In conclusion, the English-speaking human service worker who intends to serve Hispanics successfully, learns Spanish:

1. To gain insight into Hispanic culture -- its values, customs, behavior,

and group needs.

2. To become aware of the cultural assumptions of Hispanics, so that they may be taken into account, rather than discounted.

3. To communicate with the Hispanic "as an insider," rather than as an "outside objective observer."

4. To effectively serve a client who has needs to be met, by understanding those needs and their importance in the client's life and culture.

LANGUAGE AND CULTURE AS BARRIERS TO THE PROVISION OF SOCIAL SERVICES TO HISPANICS

Miguel A. Drouyn

The population figures in the 1980 U.S. Census show a significant increase in the number of Hispanics and other ethnic groups in major cities. In the case of Hispanics, the Census figures might be misleading because some Hispanics might have listed themselves as white, black, or other, and the numbers thus appear lower than they actually are. For example, while the 1980 Census in Boston shows a Hispanic population of 36,000, studies undertaken by various local Hispanic agencies indicate that the number might be as high as 50-60,000. Whatever the actual figures, the important fact is that the Hispanic population in the U.S. continues to increase at a rapid rate, as does its need for more and diverse services. This poses a challenge to Anglo social service providers. The challenge consists of overcoming the language barriers and cultural differences between the Hispanic service seekers and the primarily Anglo service providers. These differences are multiplied by prevalent ethnocentric attitudes based on the "melting pot" theory which requires that immigrants from other cultures adjust themselves rapidly to the dominant Anglo language and culture in the United States.

The language problems in the service agencies have generally been solved in one of three ways: 1) The agency utilizes the services of a translator or interpreter, often a Spanish-speaking person on the agency staff who is asked to interpret for clients as needed. Usually hired for other duties, the Spanish-speaking staff member is asked to interpret or translate in addition to his/her regular function. For example, a hospital in Boston uses its Spanish-speaking janitor as an interpreter for its clients; 2) Another approach has been to call on existing Hispanic service agencies to provide interpreters. My agency, Alianza Hispana, receives daily requests to provide translation services for clients of other social service agencies; 3) A third alternative for many Hispanics without English language skills has been to rely on a younger English-speaking family member or a friend who accompanies the client when seeking services that are provided only in English. This often means that youngsters must miss school so they can serve as translators for their parents.

From the above, it is clear that social services in the Spanish language are arranged fairly haphazardly. Many welfare and health agencies in Boston post signs for their Spanish-speaking clients to PLEASE BRING YOUR OWN INTERPRETER. For instance, when I recently questioned the Director of a youth service agency in Boston regarding its arrangements for services to

Hispanic youths, he said that the agency did not have a Spanish-speaking person on the staff. He also said, "I do not know if it is an ethnic characteristic, but the Hispanics always come together with a friend who speaks English."

The lack of service provision in the Spanish language -- either by trained Hispanic or Spanish-speaking Anglo professionals -- is a serious problem, not only because the service providers exercise such power over their helpless clients, but also because the lack of services in Spanish poses a question of professional ethics. By misunderstanding the explanations of a Hispanic client -- because he/she does not speak English or because an untrained translator does not translate correctly -- the Anglo professional might make decisions that have serious consequences for their Hispanic clients in terms of their legal rights, their health concerns, their future in education and employment. Can a professional truly fulfill his/her responsibilities toward a client without being able to communicate in the client's native language? How can the professional assure proper diagnosis and treatment under such conditions? How effectively can the professional serve as an advocate for the client when he/she does not understand the client's language or culture?

When direct communication is possible through the use of the same language, a feeling of empathy can often be established between the service provider and the client because the client then finds a more receptive attitude on the part of the professional. The empathy is important as the relationship is often affected by the feelings of insecurity the client might have in attempting to deal with an environment he/she cannot control or understand.

A second benefit for the professional who learns Spanish is the ability to understand a number of other aspects of Hispanic culture that affect the client-professional relationship. Foremost is the fact that there is no one Hispanic culture. Although all Hispanics speak a common language (with varying idiomatic expressions), there are many variations in cultural behavior and social customs, depending on whether the client comes from Puerto Rico, Honduras or Chile. Another aspect is the difference in social and economic backgrounds among different national Hispanic groups which strongly affects the capacity of the client to verbalize -- even in Spanish -- his/her concerns and problems. These differences have been demonstrated by Oscar Lewis in his studies on the culture of poverty.

It is also important for the service provider to be aware of the varying language skills of his/her clients. They can range from monolingual in Spanish to semi-bilingual, to fully bilingual. It has been found that, although the client might speak English at a certain level, this does not necessarily reflect a similar ability to comprehend the language, especially when hearing technical or specialized language. As an example, I would like to cite a recent case brought to me by a social worker at Alianza Hispana because it illustrates some of the above points.

A 15-year-old Puerto Rican student was referred by his school for a psychiatric evaluation because of concerns about his withdrawn behavior in the classroom. The Anglo psychiatrist who interviewed him concluded that he was emotionally disturbed because he did not display proper reactions to questioning, made no eye contact with people who were speaking to him, and suffered from depression. No interpreter was involved in this evaluation because the youngster was judged to be able to communicate in English on a conversational level. After the initial interview with the youngster and his mother, Alianza's social worker found that the child had not understood the psychiatrist and that he could recall only a few of the many questions he had answered. The child refused to attend subsequent appointments because he knew the psychiatrist believed that he was crazy. The social worker confronted the psychiatrist with the possibility that cultural patterns could have been influencing the child's behavior during the evaluation session. In the Hispanic culture, many children are taught to display a humble and respectful attitude toward their elders, especially toward those in a position of authority. Acknowledging that he had not taken into account the cultural aspects of the child's behavior, the psychiatrist agreed that the youngster be followed up by a school social worker instead of being placed under psychiatric treatment. Later it was found that the child's withdrawn behavior at school was due to problems of adjusting to a regular English-language classroom and appropriate remedies could be effected.

As you can infer from my comments, I am strongly in favor of Spanish-language courses for social service personnel and I welcome this Conference which supports my position so wholeheartedly.

ON-SITE TRAINING COURSES IN SPANISH FOR HEALTH AND SOCIAL SERVICE PERSONNEL

Beverly M. Kienzle

This paper describes a series of work-related courses in Spanish developed at Albertus Magnus College in New Haven, Connecticut, and taught on-site at social service agencies in New Haven.[1] The courses were non-credit, lasted a minimum of twelve weeks and were funded through Title XX. Their general objective was to teach the students enough Spanish to allow them to communicate with the Spanish speakers they encountered at work. In order to accomplish that objective, the curriculum, methodologies, and materials of the college classroom were modified. I shall first explain the funding and background of the courses and then discuss how the course objectives were defined, the instructor's role in their realization, and finally, what techniques proved useful in the courses.

FUNDING AND BACKGROUND

Title XX is an amendment to the Social Security Act, January 4, 1975, which provides financing to the states to support social services. In Connecticut, federal funds were administered through the state's Department of Human Resources on a cost-sharing basis -- 75% from the federal government and 25% from the colleges and universities and service providers. Connecticut's training program included agreements for tuition reimbursement and other education expenses for personnel of the provider agencies, contracts with training agencies, and grants to educational institutions which provided for curriculum development, classroom and field instruction. Educational institutions and provider agencies cooperated to ensure the relevance of the training courses, and any proposal for a training program had to be signed by representatives of both the institution and the agency, and then reviewed by the Department of Human Resources.[2] The courses I taught were offered by Albertus Magnus in cooperation with the Easterseal Goodwill Rehabilitation Center, Infoline, which is an information and referral service, and the Hill Health Center, a community-based health service.

This program of work-related courses was made possible by the College's willingness to serve the specialized needs of its community. The first step was approval of non-credit courses. The Chairwoman of Spanish had suggested that Albertus Magnus was not meeting the needs of a bilingual city and she obtained permission to offer a series of non-credit mini-courses on campus one evening per week. These courses were aimed at working people not interested in earning college credits, and were designed as brief, low-cost conversational courses. The first offerings were well attended and the registrants represented a wide variety of professions: pharmacists, nutritionists, a prosecutor, teachers, an employee of the Registrar of Voters, nurses, and citizens desiring to contribute to their communities through the acquisition of language skills. Those employed by Title XX provider agencies were eligible for tuition reimbursement. The mini-courses were well advertised in New Haven and the Title XX Coordinator began to receive inquiries about the possibility of teaching additional conversational Spanish courses at various social service agencies. The agency representatives felt that their language needs could best be met by a course offered on-site. Agreement was reached between the first agency, the Title XX Coordinator, the State, and myself; the initial program was approved during the spring of 1979.

The first Title XX course was planned for six weeks and then extended to eight, followed by another eight-week session. Subsequent courses were scheduled for twelve one-and-one-half-hour sessions, or the equivalent, meeting once a week immediately following working hours or during the business day, if possible. The agencies usually had or could obtain access to a conference room with a blackboard. Some materials were purchased directly by the Title XX Coordinator and distributed to the students. Others, such as handouts, were photocopied at the college or at the agencies. Although several texts were available at that time for work-related courses in Spanish, particularly for those directed to medical personnel, no one book was adequate for the variety of language needs encountered in these courses. Therefore, supplements were essential.

Since both federal and state funds supported the program, preparation for the courses involved a substantial amount of paper work for the organizers. The College handled the paper work and I was able to concentrate on preparing the course itself. I consulted with representatives of the agencies long before the courses began and visited each one in order to make a detailed assessment of the language needs. The agencies supplied lists of the job titles of participating personnel and of commonly used vocabulary or topics that were considered essential for communication in Spanish. Target expressions were identified in advance and the pressures and distinctive features of the work situation were analyzed. In addition to that preliminary effort to define language needs, students were invited during the first class to discuss or write down their own vocabulary requirements. Furthermore, they were encouraged to continually evaluate and contribute to what was being taught.

This communication with the students and their continuing evaluation was essential for the success of the course. While a foreign language teacher may be able to anticipate some of the everyday language requirements for medical personnel, it is unlikely that a person with a background in foreign language teaching would have the experience required to foresee the necessary vocabulary for all medical situations, as well as for the variety of professionals employed at social service agencies. Within the classes at the three agencies where I taught, I met occupational, physical, and speech therapists, vocational counselors and evaluators, social workers, case workers, dental hygienists and dentists, physicians and nurses with various specializations, community health workers, and so on. At the Rehabilitation Center alone I was presented with a list of thirteen different job titles, nearly all unfamiliar to me. It was evident that the students would have to define their own needs, and it would be my task to categorize them and incorporate them into the framework of a Spanish course.

COURSE OBJECTIVES

Understanding the occupations of the students was essential to the determination of the course objectives. The general goal of these courses was to teach the students enough Spanish to communicate effectively and confidently with the Spanish speakers encountered at work, but the specific objectives and the degree of fluency desired varied according to the needs of the agency. For example, case workers handling hundreds of individual problems per month by telephone without the aid of lip reading, gestures, or objects to facilitate communication and foster new learning do not aspire to perform all their tasks in a foreign language. A realistic goal is to be able to answer calls and refer them to a bilingual worker, explaining that person's schedule in the case of absence. On the other hand, the physician, although aided by gestures, facial expressions, and sometimes visible symptoms, requires a much higher level of fluency to comprehend a person's problem and explain treatment.

The frequent aim of beginning language courses -- a basic ability to express oneself and comprehend spoken language while learning enough material to ensure a solid foundation for the next level -- is not suitable for these work-related courses. Success cannot be generally defined and there will probably be no subsequent level. A working knowledge of essential vocabulary and patterns of expression must be acquired rapidly because every day the students face the reality of talking to Hispanics, often with no interpreter available. In their view, each idea needed for communication on the job is a separate goal within the broad objective of serving Spanish speaking clients or patients as effectively as the English-speaking. If the students do not achieve their separate goals, the objective is not met. The physical therapist must be able to say, "Raise your arm;" the case worker, "Please call when the bilingual worker returns at 2 p.m.;" and the dental hygienist, "Please rinse your mouth."

THE TEACHING METHOD

In a work-related course, the instructor's task is to determine precisely what needs to be learned and how best to teach it as quickly as possible without discouraging the students. While it may seem unrealistic to hope to achieve functional knowledge in one or two twelve-week courses, it is reasonable to teach patterns of speech along with high-frequency vocabulary and to expect that the students will reinforce and supplement classroom material through their work experience. A phrase learned one day is often used the next, and the answers to the many "How do you say...?" questions posed in class are retained and practiced in a real-life situation.

Instilling confidence in the students in these types of courses is sometimes difficult. Many of the students in my classes were among those who had avoided foreign language study in college and for whom insistence on grammatical correctness can be stifling. Furthermore, in contrast to the college student who gradually develops fluency and with it the courage to encounter native speakers, health and social service personnel are obliged to direct their first stumbling efforts to natives not accustomed to adjusting their speech for the classroom. Once that first effort has been made, however, it is usually greeted with sympathetic encouragement and the speakers pool their resources to communicate in a mixture of the Spanish and English known to both. The result for the classroom situation is often enthusiasm for further learning. It should be remembered that these exchanges are probably not grammatically correct in either language, but they are successful because information is conveyed. For that reason, grammatical correctness was stressed in the classroom only when the errors could hinder communication, and it was never emphasized to the detriment of growing confidence or enthusiasm. The students learned, or already knew from their own and others' experiences, that they could communicate in less than perfect sentences.

The approach to the Title XX courses was audio-lingual with grammar presentation reduced to an absolute minimum. The classes were directed to the beginning students, even though some of the personnel had had prior instruction in Spanish. Insofar as possible, points of grammar were assimilated without initial explanation and presented deductively. For example, by the time articles and agreement of nouns and adjectives were discussed, the students had deduced the rules and could furnish the examples. Formal coverage of the topic required only a few minutes. When confronted with the difference between the two Spanish verbs for "to be," *ser* and *estar*, students were already accustomed to saying "¿*Cómo está*?," "*El médico no está ahora*," "*Soy enfermera*," "*Son las tres*," and so on. They derived confidence from a feeling of prior familiarity with the subject.

Handouts prepared by the instructor for each group served as the principal text and emphasized essential vocabulary along with high-frequency constructions and auxiliaries taking the infinitive. Sentences can be constructed easily when the conjugation of an unfamiliar verb is avoided and the usage of baffling imperative forms is reduced in favor of expressions of obligation taking an infinitive. These constructions are both easily learned and adaptable to various situations. For instance, the expression "to have to..." or "tener que..." serves the speech therapist instructing a patient to identify colors and objects, as well as the case worker referring a telephone call to the correct agency, and the pharmacist explaining the dosage of a medication.

An abundant supply of meaningful oral exercises was essential and generally had to be devised by the instructor. These exercises approximated real-life situations and allowed for a minimum of instructor direction, with a maximum of student participation. Sometimes a traditional format could be employed in a new context. Even the substitution drill for verb conjugating was meaningful in the context of a family of sick persons arriving at the health center to ask if appointments are needed for one or all of them. "¿Necesito yo una cita? y los niños, ¿necesitan citas?" and so on. Practice with first conjugation verbs can include useful phrases such as: "necesitar ayuda, vomitar sangre, respirar sin dolor, tomar demasiado café, usar mucha sal," and so on.

Most conversational exercises involved students questioning each other or relaying information. The model sentences, incorporating high-frequency constructions and useful vocabulary, were expanded as the course progressed to include modifying phrases and other verb tenses. Role-playing was also valuable and built into many simple exercises. Students alternated the parts of the case worker, the physician, the triage nurse, the patient, the worried parent, and so on. However, to enact more complex situations in a non-credit course where time for outside preparation is limited, the instructor is often obliged to take the part of the Spanish-speaking patient. When some students are more advanced than others, role-playing can be practiced as a class or in groups with the advanced students as the clients and the others posing the questions and giving the instructions required in their own professions.

Although frequent review is a necessary part of any language course, it is especially beneficial in the work-related course where rapid mastery of material is required, although students have little time for home study. Verb conjugations were reviewed each week with a different verb used in a sentence, and that same sentence was often the basis for substitution and conversation drills. The verb "ir" (to go), for example, is combined with an infinitive to construct sentences such as, "I'm going to take your temperature;" "The doctor is going to examine your child;" "You are going to take this medicine for ten days, four times a day, with meals," and so on. Pronunciation and rules for word stress were also reviewed in each class with key vocabulary, and eventually surnames, as examples. Students could then feel confident about addressing a client by name or pronouncing a new word when the Spanish teacher was no longer available for questions.

An exercise which includes drill of a high-frequency verb construction and review of various expressions can be constructed as follows. Students are provided with several base sentences and variants and asked to give oral instructions to each other. Some examples of meaningful sentences and variants are:

- Ud. va a tomar esta medicina [por diez días, cuatro veces al día, no más que seis veces al día, con comida, antes de comer, después de comer]
- Ud. va a necesitar [una prueba de sangre, otra cita, un examen]
- Ud. debe [descansar, tomar este medicamento, dormir más, beber menos]
- ¿Quiere Ud? [venir por la mañana o por la tarde? más venditas? llevar a su esposo? hablar con el consejero?]

Once the base sentences have been mastered, they can be incorporated into the enactment of situations where students play the roles of their own occupations and of their clients, posing questions and responding with instructions. These enactments of real-life scenes become more complex as the course progresses. Each new construction is practiced separately and then added to the students' repertoire. This format of situation enactment prompts them to recall their experiences and the ideas they were not able to express in Spanish at a particular moment. The exercise becomes more meaningful as the students expand its scope through their questions.

Bilingual publications, such as government pamphlets and agency newsletters served as texts for additional pronunciation practice. Numbers were another topic for repeated review and useful numerical exercises were practiced in every class -- from scheduling appointments to taking down phone numbers.

A SENSE OF ACCOMPLISHMENT

In successful work-related courses, rewards for instructor and students can be high, especially when personnel are not just preparing for encounters with Spanish speakers, but are already active in a bilingual environment. It is an ideal situation for a teacher when everything taught is considered meaningful and may be proven so within the duration of the course. The students frequently related anecdotes of attempts to apply what they had learned in the classroom to their work. Thus, feedback on the effectiveness of material learned was prompt for both students and instructor. There was a strong sense of camaraderie, of working together to achieve a common goal. The students were pleased with the course because they accomplished the objective of serving Spanish-speaking patients more effectively. The agency administrators were content as job performance improved. The College achieved good will in the community. And finally, the instructor was personally satisfied.

FOOTNOTES

1. The courses are also described in: Beverly Kienzle, "Spanish Instruction to Serve the Community: Title XX Courses in New Haven," ADFL Bulletin, 12.2 (November 1980), pp. 37-39.

2. For further information see Connecticut Comprehensive Title XX Social Services Program Plan, 1979-80 (Hartford: Connecticut Dept. of Human Resources, 1979).

PERSONALIZING SPANISH FOR MEDICAL PERSONNEL

Jenifer Burckett-Evans

"An Inter-Cultural Approach to Modern Communication" is the subtitle of this conference. Therefore, in this presentation, I would like to discuss some of the techniques that I have found helpful in creating a Medical Spanish Course that emphasizes meaningful communication.

By its very nature, a Medical Spanish Course involves students who differ from students in a regular language class. To some extent, this changes the focus of what is to be taught and what methods are to be used. Students in my Medical Spanish classes are typically non-language majors, often working full-time in a hospital or clinic, and expecting to learn something that can be put to use immediately. Thus, in designing a Spanish course for them, one must try to

- keep it simple enough so that non-language majors will not get bogged down in grammar;
- make it interesting enough so that students will want to keep going even after a full day's work, and
- keep it practical and personal enough so that material presented can actively be used in the student's everyday occupational settings.

Recent morpheme acquisition studies (Dulay and Burt 1974; Bailey, Madden and Krashen 1974) and discussions of error analysis (Corder 1967, 1971, 1978; Marcus 1979; Burckett-Evans 1980) seem to indicate that language structures are acquired in a certain order in a second language, independent of the speaker's native language. Furthermore, it has been observed that error correction per se may not be as necessary as previously believed, for many errors tend to correct themselves at a later date. Other errors, such as gender, that tend to persist even in the oral utterances of advanced students, can often be attributed to performance rather than competence.

It has also been noted (Marcus 1979, Burckett-Evans 1980) that it is useful at certain stages of a student's learning to provide information on language generalizations. These generalizations seem to be especially helpful once the student has started using the second language as a support system and as a basis for building new structures. It is at this stage in a student's development that one tends to see overgeneralization errors -- those in which the student has overextended the use of a rule in the target language -- such as "Yo sabo los verbos," or "Ganía mucho dinero."

Another prime ingredient in learning a second language is an adequate amount of native language input. Krashen (1976, 1977, 1978) and others stress the importance of an abundance of natural language in the students' environment. Krashen notes how optimal learning takes place when students are exposed to language which contains "x + 1;" that is, what the students already know, plus a small increment of new material.

COURSE DESIGN CRITERIA

With the above studies in mind, what, then, are the necessary ingredients in a Spanish course designed specifically for medical personnel? Since the second language for most health personnel will be used principally in talking with and listening to patients, the emphasis should be on oral communication skills. Written skills can and should be taught, too, but must never overshadow the need to understand and be understood on an oral level.

Classes should be conducted in Spanish so that students have maximum exposure to the target language. The language used should be natural, and at the same time, graduated so that beginners do not feel completely lost. When students understand "x," you can speak to them at "x + 1," so that what they only passively comprehend at first will gradually become a part of their active repertoire.

The book or text materials used should also be in Spanish, with the possible exception of a small, simple grammatical explanation section in English. Although being confronted with only the target language in both oral and written form initially can be almost overwhelming for some students, it usually becomes familiar after just a few weeks.

Let us return to the three points mentioned above which make a Medical Spanish Course different from traditional Spanish course. First, most of the students have neither the need nor the interest to get deeply involved in the finer points of Spanish grammar. However, I do believe that some structure is important so that even at an early stage in the course students can start making generalizations in the target language, and thus build their own new utterances based on information already learned. In courses and books which only emphasize the learning of vocabulary and certain pat phrases, this target language generalization is not easy, and I feel that students are thus cheated, because in a new, unknown situation they are very likely to be tongue-tied -- unable to form an utterance due to their lack of knowledge of the target language structure. Therefore, I find that short, simple explanations of structure presented in a logical sequence throughout the course are of real benefit to the students.

A second necessity in teaching a Medical Spanish Course is planning the course so that it will keep students awake and interested even after a full day's work. There should be variety in the types of activities used. That also means that the teacher, rather than always being the center of attention, should be a facilitator so that students can work in small groups of two or more to get maximum contact time with the oral language. Exercises which are affectively oriented -- that is to say, those that take the student's own personal interests, needs, and desires into account -- seem to greatly enhance the student's progress in the target language.

Another element for successfully designing a Medical Spanish Course is to make it practical and personal enough so that what is learned in class can be actively used in each student's occupational setting. Thus, the structure and vocabulary taught in each lesson should be related so as to make a practical combination. With a course of this type, there are endless possibilities for role-playing, skits, games, and physical response which make learning the new language so much more real, while giving students the added confidence needed to face the same or similar situations on the job.

LESSON FORMAT

Now, let us take a look at some of what I feel are the components of a worthwhile lesson -- one that embodies grammatical simplicity, affectively-oriented student activities, and practicality. It starts with a short dialogue using the grammatical points presented in the lesson. This dialogue need not be memorized, but rather understood, both structurally and semantically, so that expansion by the student is possible. Following the dialogue is a series of questions based on the dialogue, which force the student to use the structures of the lesson. Then the actual grammatical explanation follows -- kept as short and simple as possible. This is the only part of the lesson that I feel needs to be in English. The next part is an oral practice section followed by some written exercises, again focusing on the structure, while expanding the vocabulary introduced in the dialogue. Finally, I have a short section on cognates which further increases possible vocabulary, and then a "¿Qué pasa?" The latter is a drawing or drawings based on the content of the lesson which the students can use as the basis for a skit or dialogue (see p. 87). Thus, at the end of the lesson, students can put their newly acquired concepts into actual use.

In addition to the above components, I introduce a Visual Vocabulary Section, similar to flash cards with a drawing on one side and the Spanish equivalent on the other (see p. 85) based on the most common items in the content of each lesson. A regular vocabulary list containing all words in the lesson is also given out during class. For fun, I often include a section called "Diversión" (see p. 87). Here I include practical, affective learning activities, such as interviews (see p. 84), preference rankings, menu planning, medical history taking, and ethnic medical concepts, as well as more mundane activities such as crossword puzzles, funny stories, or sentence completion.

In conclusion, I would like to stress the importance of simplicity, interesting variety, and practicality as bases for choosing activities to be used in teaching a Medical Spanish Course. These particular students, unlike traditional Spanish language students, have a pressing and immediate need to communicate, and we as teachers can enthusiastically help them realize their desire to communicate in a new language.

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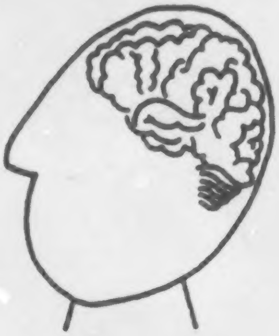
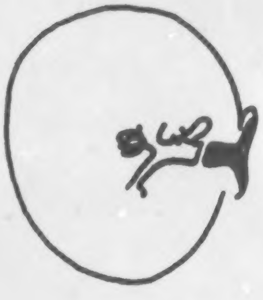
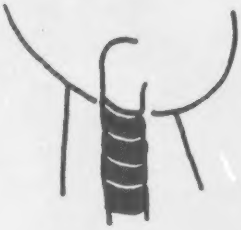
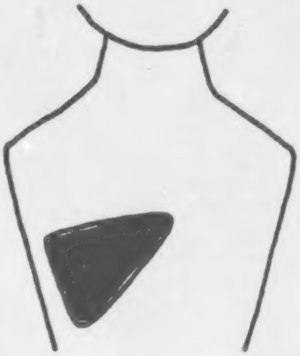
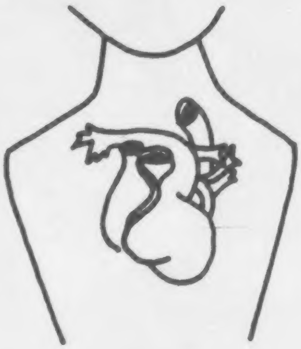
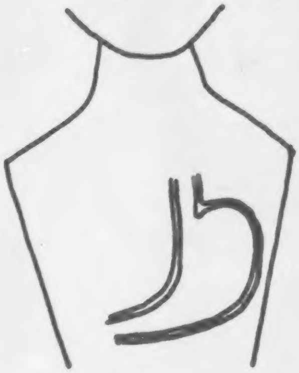
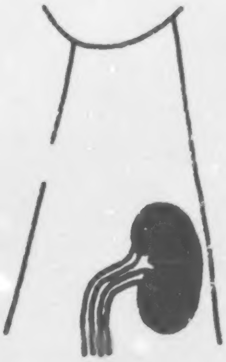
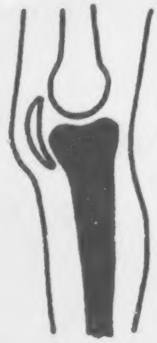
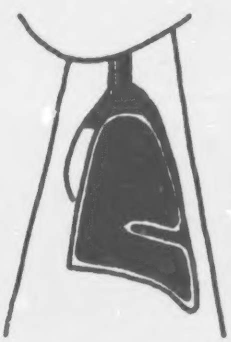
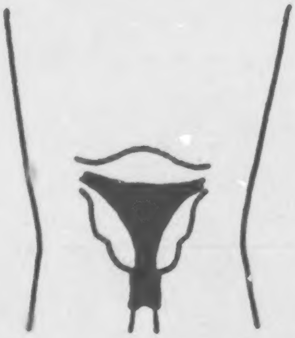
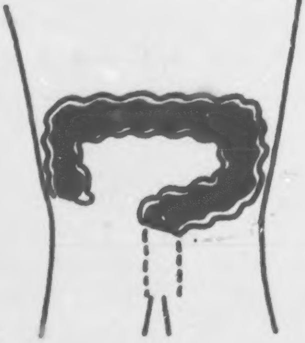
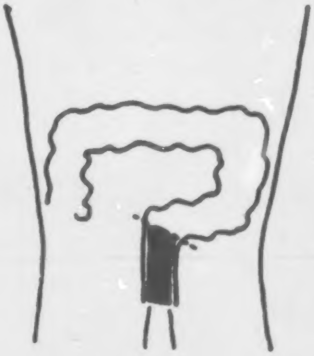
ENTREVISTA
(INTERVIEW)

Pregunta (Question)	Respuesta oral (Oral answer)	Respuesta escrita (Written answer)
¿Cómo se llama usted? (What's your name?)	Me llamo... (My name is...)	Se llama... (His/her name is...)
¿Cómo se siente Ud. hoy? (How do you feel today?)	Me siento... (I feel...)	Se siento... (He/she feels...)
¿De dónde es usted? (Where are you from?)	Soy de... (I'm from...)	Es de... (He/she is from...)
¿Dónde está su familia? (Where is your family?)	Está en... (They are in...)	Está en... (They are in...)
¿Qué necesita usted? (What do you need?)	Necesito... (I need...)	Necesita... (He/she needs...)

VOCABULARIO VISUAL: ORGANOS DEL CUERPO

la garganta

el oído

el cerebro

el estómago

el corazón

el hígado

el pulmón

el hueso

el riñon

el recto

el colon

la matriz

¿Qué pasa?

Diversión

Supongamos que usted es un piojo viejo. Tiene que entrar en el hospital porque tiene una enfermedad. A las ocho de la mañana usted llega a la sala de admisiones con su maleta. ¿Qué enfermedad tiene y qué lleva en su maleta? (Ejemplo: Tengo artritis y llevo un camison azul en la maleta.)

(Let's suppose that you're an old louse. You have to enter the hospital because you have a disease. At eight in the morning you arrive at the admissions office with your suitcase. What disease do you have and what have you got in your suitcase? [Example: I have arthritis and I've got a blue nightgown in my suitcase.])

CULTURAL AND LINGUISTIC FLUENCY:
SPANISH FOR MENTAL HEALTH PROFESSIONALS

Mireya Pérez-Erdélyi

McDonald's television commercials, Ma Bell's ads featuring the Hispanic extended family, and *Time's* analysis of the *abrazo* given to President Reagan by Mexican President López Portillo are examples that the U.S. government and business sectors are starting to realize that business success in a multinational, multicultural world depends on a knowledge of and sensitivity to other cultures. Although we as language professionals have recognized the importance of cultural fluency, we have done little to include it in our teaching. Locked into the traditionally separate areas of language, literature, and culture, we have not provided students with the linguistic and cultural skills needed in a world of global interdependence. Yet these three areas are aspects of a single subject and must be integrated if we are to teach students to *function* in another language.

Linguistic and cultural fluency -- these were my aims when I started a course, "Spanish for Professionals," four years ago at the College of New Rochelle. The course, conducted in Spanish, is for students who have had at least two years of college-level Spanish, and is oriented to the fields of social services, law, education, and medicine, emphasizing the acquisition of professional vocabulary through role-play, small group discussion, readings and presentations on Hispanic Culture.

The lack of appropriate teaching materials for the intermediate to advanced level student prompted me to compile my own manual, *A Cultural Approach to Spanish for Medical and Social Services*, which I am now preparing for publication. The book is designed as a text in courses for the professions, and is also meant to function as a manual for Anglo professionals working with Hispanics in non-academic settings. It is not designed as a conventional language text to deal primarily with grammar or vocabulary, but places an uncommon emphasis on the dimension of culture -- "the hidden language." Its guiding assumption is that linguistic competency alone is not sufficient for effective communication. Hispanic mental health professionals have repeatedly stressed this theme both in personal conversations and professional publications.

Consider the case of Lupita, a migrant worker's little girl, who talks excitedly about seeing the "green woman with long black hair" (*la mujer verde de larga cabellera negra*) who wailingly threatens "to take her away" (*que quiere llevársela*). How would an Anglo therapist interpret Lupita's problem?

A symptom of profound conflict with her mother? Incipient psychosis? A little knowledge of Mexican culture would reveal that the girl is talking about the legendary llorona, belief in whom is as prevalent among Mexican children as the jolly, fat man with the white beard is among Anglo children.

The book and the course follow a similar sequence. First, summary material is presented about the Hispanics in the United States -- demographic characteristics, family structure, and cultural data. By questioning conventional stereotypes and examining the different perspectives within the culture, this material is designed to facilitate understanding and eliminate misinformation and faulty perception of Hispanics. It must be made clear to students that, although Hispanics share a common heritage and language, there are vast differences between a middle-class Cuban who arrived here with specialized skills and a Mexican or Puerto Rican from a rural, farming background.

Subsequent chapters focus on such everyday skills as making telephone calls, writing letters, conducting interviews, filling out forms, doing evaluations and referrals. Additional materials are presented on other aspects of cultural fluency which are frequent sources of misunderstandings, such as slang expressions, anglicisms, regionalisms (particularly important in view of the disparate backgrounds of the Hispanics in the U.S.).

Interwoven into these materials are selections from Chicano, Puerto Rican, and Nuyorican poetry, narrative, drama, and song which reflect the experience of these groups in the transition from one culture to another. These works express the attitudes of Hispanics to issues of wealth and happiness, health and healing, sexual roles, assimilation and integration and thus underscore those points that come in conflict with Anglo values and lifestyles. I find that the linguistic and cultural immersion that literature provides makes it the ideal material to teach the values and perceptions of another culture.

The poem "address" by Alurista dramatizes the psychological and linguistic separateness of the Hispanic as exemplified by the fruitless effort of Pedro Ortega to make his identity known to the impersonal Anglo interlocutor:

"--perdone...
yo me llamo pedro
.....
--perdone...
yo me llamo pedro
pedro ortega
.....
--perdone mi padre era
el señor ortega
(a veces don josé) --"[1]

But these respectful attempts to achieve individuality make no impression on the nameless bureaucrat who is just asking for the address, telephone, and rank, and for whom Pedro's name is not at all necessary. Alurista makes very plain how the *respeto* and *dignidad* so important to the Hispanic have no place in the impersonal systems of U.S. society.

The alienation and sense of powerlessness that Hispanics confront in the U.S. often serve to reaffirm their *latino* identity, and straighten their cultural bonds. In the literature, this *latino* consciousness is most often expressed as a contrast to the prevailing values of the Anglos. For instance, in the song, "Plástico," by Ruben Blades, the wealth and material accomplishments so prized in U.S. society are a subject of derision, a negative example to be avoided:

> " - Ella era una chica plástica, de esas que veo por ahí;
> ....
> - Que sueñan casarse con un Doctor, pues el puede mantenerlas
> mejor,
> ....
> - De los que por tema en conversación discuten qué marca de
> carro es mejor,"

Following this vivid critique, a call to heed the traditional, non-materialistic Hispanic values is heard:

> " - Oye Latino, oye hermano, oye amigo,
> nunca vendas tu destino
> por el oro, ni la comodidad..."[2]

Works of this type describe the Hispanic experience in a way that language or lectures alone cannot convey. It is this perception of the Hispanic reality that we, as language professionals, want to communicate so that our students may be fluent culturally, as well as linguistically.

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THE RASSIAS FOUNDATION APPROACH TO SPANISH FOR POLICE ACTION

Dennis Paul Seniff

The ever-increasing number of Spanish speakers in the United States, currently more than 20% of the national population, has relatively little corresponding growth reflected in most public-service professions and organizations. There is unquestionably a strong need to improve communication between doctors, policemen, and social workers, for example, and citizens of Hispanic origin who are not bilingual. While some improvements have been made during recent years, many native speakers of Spanish have either been totally deprived of the services of these groups (short of emergency situations) or have not received the full benefit of the same because of the language barrier. At the extreme, the consequences of the breakdown in communication have proven fatal: an argument that ensued in Boston in the summer of 1980 between a patrolman and a Spanish-speaking motorist who had been stopped for speeding led to the use of firearms, and resulted in the death of both men simply because neither spoke the other's language. A police officer in New York City who shouted at a Latino child because she could not respond to him in English as he was questioning her was quickly surrounded by youths who thought she was being molested; fortunately, a bilingual member of the group was able to intervene, thereby defusing a potentially dangerous situation. It is to these and other failures in communication that the Rassias Foundation has responded during the past several years in its sponsorship of programs that, in the name of necessary social action, would assist public-service personnel in performing their tasks more effectively.

This paper discusses the Foundation's involvement with Spanish for Police Action, and examines in some detail its recent highly-successful Spanish Language and Hispanic Culture and Civilization Police Courses for the New York City Transit Police, and similar programs held for law-enforcement groups in New York State and Illinois. Discussed are the strategies and innovations behind the dynamic pedagogical techniques used in these courses that follow the tenets of the renowned "Rassias Method," or Dartmouth Intensive Language Model (DILM), as well as the unique curriculum that was developed for them.

ORIGINS OF THE POLICE PROGRAMS

As a consultant to the Peace Corps in the 1960s, John A. Rassias, William R. Kenan Professor of Romance Languages at Dartmouth College, director of Language Outreach (LORE) at that institution, and chairman of the Rassias Foundation, devised an intensive instructional model for those needing a working proficiency in languages in a brief period of time. The rapid-paced DILM, the highly-successful pedagogical fruit of the Peace Corps years, is now used to teach languages in more than 58 colleges and universities in the United States. Service on President Jimmy Carter's Commission on Foreign Language and International Studies further strengthened Professor Rassias' commitment to language for social action, which is reflected in the activities of the LORE program at Dartmouth and the Rassias Foundation based in Wyndmoor, Pennsylvania (a suburb of Philadelphia).

In 1978, Dean Esserman, a Dartmouth alumnus and a member of the New York City Transit Police in charge of Special Projects, communicated to Prof. Rassias that an intensive Spanish-language program for his group was long overdue, and that it would be of tremendous benefit for those of the city's 2,900 subway police who could participate (as of 1979, only 135 members spoke Spanish -- in a city of 2.6 million Hispanics). With a grant from Citibank of New York covering all expenses, secured with the assistance of President William Spencer and Vice-President Peter Barbero, and with 26 non-Spanish speaking Transit Police officers volunteering their vacations to take part in an experimental two-week session, the program was underway. By the time the first course ended in mid-July, 1979, the police-pupils, while not fluent in Spanish, nevertheless had a good knowledge of the language. Tested by outside examiner William Rose of Herbert Lehman College in New York a year later, the police compared favorably with students who had completed several semesters of non-intensive undergraduate first-year Spanish. The success of the first Spanish Language and Hispanic Culture and Civilization Police Course was repeated, if not surpassed, in a second one held during August 1980.

LOGISTICS AND PLAN OF THE DARTMOUTH POLICE PROGRAMS

"Total immersion" in the target language was absolutely essential for the success of the Dartmouth Police Programs. The pristine setting of Dartmouth College in the New Hampshire hills, 250 miles north of New York City, assured that the Transit Police officers could escape urban distractions and concentrate solely on the task of language learning. No automobiles were allowed, and no family members could visit prior to graduation weekend at the end of the program. (Indeed, the only visitation that took place prior to commencement during the 1980 program occurred when the ranking officer of the group suffered a mild heart attack and was hospitalized!) During both the 1979 and 1980 programs, the police officers were quartered in the buildings off Choate Road at the north edge of the Dartmouth campus. The 29 members of the 1980 group ranged in age from late 20s to late 40s.

The instructional model for both programs incorporated the tenets of the Dartmouth Intensive Language Model. Large lecture classes were followed by small-group drill sessions that reinforced the grammar points outlined therein, and amplified by the memorization of dialogues based on scenarios in the subway with which all participants were familiar: accidents on the platform, robbery, men molesting women, youths vaulting over turnstiles, etc. All classes, while interesting and dynamic, were grueling; indeed, the programs have been described as "language boot-camps." Master teachers for the 1980 program included Paul Hecht (who also taught in the 1979 program), a former instructor at Dartmouth and the editor of a collection of Spanish Gypsy poetry; and Dennis Paul Seniff, Assistant Professor of Spanish at Michigan State University and a consultant of the Rassias Foundation. Master classes were held daily from 8 a.m. to noon; bleary-eyed students were frequently subjected to calisthenics (push-ups, side-straddle hop, etc.) during the early moments of grammar discussion. Peer-group interaction in its purest form would then take place between 1:30 and 5 p.m. as six Latino officers would drill their colleagues and dramatize the dialogues that had been studied in the master classes. Among these drill instructors (affectionately known as "cop Ts") were Detectives Louis A. Cruz (now an attorney in the Bronx), Juan Cabán, José Santiago, and John Zúñiga; and Patrol Officers Charles Rodrígues and Frank Rivera. Also participating were Dartmouth student instructors Mark Allen, Ed Chuchla, Kevin Thorne, and Anthony Lotson; and Robert Friedlander (Dartmouth '59), a Boston businessman from Milton, long a resident of Guatemala who for some years has been teaching English to Hispanics in Boston.

In the 1980 program, the 29 men were divided into five groups, according to whatever language experience they had had in the past and their apparent potential to respond and interact with others. Necessary adjustments were made during the first few days of the course. All participants were highly motivated to succeed; this, coupled with the fact that each student would receive an academic credit from Dartmouth College, meant that only a very few needed special attention either for pronunciation purposes or for the clarification of grammatical explanations, which was nonetheless always available from both the master teachers and the Latino drill instructors. Each of the five groups received the name of a Latin American country: Panama, Mexico, Puerto Rico, Cuba, and Republica Dominicana. "Cuba" was the most vociferous, enthusiastic group, to the point of having their own T-shirts made.

Parts of every evening were spent on homework and extra drills on classroom material; master teacher Seniff often worked with the men until 3 a.m., only to have to prepare for the 8 a.m. lecture. Hispanic cultural events would often be provided after dinner; these included a controversial documentary film on Puerto Rico, Paradise Invaded, that resulted in a lively debate. Classes and activities were held on Saturdays as well, and the birthday celebration of Professor Rassias and wedding ceremony of P.O. Rodrígues on August 20 and 24, respectively, were memorable social highlights of the 1980 program and well covered by the local news media. Briefly, the constant interchanges between students and teachers around the clock; the intensive, sympathetic dedication of everyone involved in the program; and the excellent coordination and confidence inspired by Professor Rassias produced a rapport that made the 1980 course totally successful, just as had been the one of the preceding year.

CURRICULA AND MATERIALS

Scene: The New York City Subway. Personae: Policeman and a youth

P.: Tell me what you saw.
Y.: I came down the stairs at the 161st St. station.
P.: And what happened, young man?
Y.: Suddenly, [a boy] jumped from behind the post and shoved a girl... The poor thing fell underneath the train. You already know the rest of it.
P.: I know you don't want to think about it any more, but keep going.
Y.: The train passed over her and cut off her hand.

(Copyright 1979 Rassias Method;
trans. D. Seniff)

Such grim reality was the essence of the dialogues employed in both the 1979 and 1980 Dartmouth Police Programs that reinforced the grammar and vocabulary that the police-students had acquired in the master classes. The extraordinary ability of the Latino detectives and officers who were their drill masters to dramatize this material was unquestionably one of the strongest points of the programs. In addition to the above tragic scenario, so commonplace in the subway, nine dialogues were used that described variously robbery, pickpocket theft, domestic disputes, arguments over property, sexual molestation, accidents in the train, the treatment of a heart-attack victim, giving directions, helping a lost child, degenerate characters in the train, and reports of smoke and fire. Each dialogue had to be memorized by the officers, and contained grammar and vocabulary of increasing levels of difficulty.

The grammar presentations of the master classes were made as interesting as possible. Professor Seniff, in particular, frequently made use of a dummy (affectionately know as "Bobo") that had seen better days in serving the American Red Cross in its instructional programs for treating patients with respiratory and cardiac diseases. "Bobo" was invaluable in dramatizing the aforementioned dialogues and in illustrating the use of traditionally uninspirational parts of speech like prepositions. The latter application found "Bobo" the potential victim of a crazed gunman in the subway who would murder him in front of a massive support pillar ("delante del poste"), behind the same pillar ("detrás del poste"), etc. Such dramatic techniques and the use of props were essential components of the pedagogical exposition of master teacher and drill instructor alike.

Materials employed in the program included excerpts from ¿Cómo se dice...? by Jarvis, Lebredo and Mena and unpublished dialogues and excerpts from the forthcoming text by Rassias and Seniff, El español: salida/llegada. The drilling of grammar points took place in the master classes as well as in the sessions provided by the Latino officers, but on a markedly reduced scale in the former because of the time constraints involved in presenting the basic material. Nonetheless, the rapid-fire, finger-snapping constant movement that is characteristic of the Dartmouth Intensive Language Model proved to be the most efficient means of eliciting the maximum number of responses per student in both instructional divisions.

The success of this approach was verified at the end of both the 1979 and the 1980 programs through independent testing. In the latter case, the examination of three students picked at random yielded scores of 2^+, 2, and 2 on the Foreign Service Institute scale of 0-5, which reflects different levels of grammatical and conversational abilities; for purposes of comparison, the average American college student with four years of language training usually achieves a score of between 3 and 4.

As an adjunct to classroom activities, the officers were encouraged to make use of the facilities for grammar review that were available at the Kiewit Computation Center on the campus. A student of computer science at Dartmouth had written a program as a project that was to be used exclusively by the Transit Police to help them conjugate Spanish verbs. As a result, many of the men could be found at the Center practicing their verbs until the early hours of the morning with the aid of an electronic tutor.

Discussion of the legal rights of the individual according to the Miranda Act took place during the last full day of class of the 1980 program; officers were provided with the Spanish text, and drilled on their knowledge of the same. Throughout the program, emphasis had been placed on the use of commands and pronouns to reconcile formal grammar with whatever "street Spanish" the men had acquired: "lo tiene " ("he/she has it") could refer to a concealed weapon, stolen property, etc.; whereas, the comprehension of a muffled "mátalo" ("kill him"), uttered between two malefactors or armed prisoners could literally mean the difference between life and death. Needless to say, such items are not the stuff of the average first-year Spanish class.

Yet the bulk of the information imparted to the officers of the New York City Transit Police during the Dartmouth Police Programs would generally best serve these public figures in their daily routine of helping average citizens. Indeed, the Spanish entreaty for aid, "ayúdame," effectively summarizes the philosophy of both the 1979 and 1980 programs, as aptly stated by Professor Rassias during the graduating ceremony of the students of the latter course on August 31. That day, the Dartmouth carillon pealed "I Love New York" for a dedicated group of public servants of the nation's largest city. A fitting tribute, indeed.

OTHER POLICE PROGRAMS

The Rassias Foundation and LORE program of Dartmouth College have been involved with several other intensive Spanish courses for police action as well. Sessions involving four officers from Peoria, Illinois, and Rochester, New York, were held concurrently at Dartmouth in August 1980. These involved a total of eight officers, seven men and one woman. Future programs include the training of a larger group from the Rochester Police Force and other officers from large urban areas in the United States. The recent pressures on cash flows in the national and international financial markets led Citibank to curtail its support of the 1981 Dartmouth Police Program; hopefully, grants will be forthcoming for 1982 and successive years.

In conclusion, the Rassias Foundation, in conjunction with the Dartmouth LORE program, remains committed to public-service language instruction, not only in the area of police action, but also for those in the medical profession and commerce, to name but a few groups. At a time when the number of Spanish speakers is growing at an unprecedented rate in the United States, the Foundation has gone to the heart of the problem, however, in attempting to improve communication in one of the world's most complex cities. It seeks to continue to aid the public by helping public servants to communicate whenever and wherever it can.

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